DOCUMENT RESUME

ED 222 263 PS 013 120

TITLE	Creating Environments for School-Age Child Care. Child Environment Series, Military Child Care Project.
INSTITUTION	Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.
SPONS AGENCY	Administration for Children, Youth, and Families (DHHS), Washington, D.C.
REPORT NO	DoD-6060.1-M-11
PUB DATE	Apr 82
NOTE	115p.; For related documents, see PS 013 111-125 and PS 013 155-157; First appeared August 1980.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-000-00375-1, $5.00).
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	After School Day Care; Check Lists; *Day Care Centers; *Early Experience; *Educational Environment; Elementary Education; *Elementary School Students; Guidelines; Individual Differences; Instructional Materials; Learning Modules; Play; Resource Materials; *Staff Development
IDENTIFIERS	*Military Day Care

ABSTRACT

This module provides guidelines for constructing appropriate day care center environments for school-age children 6 through 12 years of age. One of a series of staff development modules for child caregivers working in military child care centers, the document is divided into two parts. The first part indicates some ways environments affect children's feelings and behavior and suggests ways of arranging space and using various materials to enhance the center environment. The second part indicates ways of managing the center environment in accordance with the needs and characteristics of school-age children, points out techniques for developing children's respect for and understanding of others' individual differences and special needs, and suggests how to promote development through play. Checklists are provided for assessing center environments with respect to the dimensions discussed. The final section offers guidelines for acquiring resources to support caregiving activities. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DoD 6060.1-M-11

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it
X Minor changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy

Department of Defense

ED222263

Creating Environments For School-Age Child Care

Child Environment Series

Military Child Care Project

April 1982

PS013120

ASSISTANT SECRETARY OF DEFENSE
MANPOWER, RESERVE AFFAIRS, AND LOGISTICS

OFFICE OF THE ASSISTANT SECRETARY OF DEFENSE
WASHINGTON, D.C. 20301

MANPOWER,
RESERVE AFFAIRS
AND LOGISTICS
(Military Personnel and Force Management)

01 APR 1982

FOREWORD

This series of manuals for Child Care Givers on DoD Installations is issued under the authority of DoD Instruction 6060.1, "Training Manuals for Child Care Givers on DoD Installations," January 19, 1981. Its purpose is to provide child care givers with training materials that include the latest techniques and procedures for the safe care and guiding development of children entrusted to their care.

This series of manuals, DoD 6060.1-M-1 through DoD 6060.1-M-17, was developed under the auspices of the Department of Health and Human Services by the Department of Army, in cooperation with the Navy, Air Force, and Marine Corps.

The provisions of this series of manuals apply to the Office of the Secretary of Defense, the Military Departments, and the Defense Agencies (hereafter referred to as DoD Components) whose heads shall ensure that the manuals are distributed or otherwise made available to all child care givers on DoD installations and that these materials are used in regional and inter-Service workshops, seminars, and training sessions.

This series of manuals is effective immediately.

Send recommended changes to the manuals through channels to:

Director, Personnel Administration and Services
Office of the Deputy Assistant Secretary of Defense
(Military Personnel and Force Management) (ASD(MRA&L))
Washington, D.C. 20301

DoD Components may obtain copies of this series of manuals through their own publications channels. Other federal agencies and the public may obtain copies from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

R. Dean Tice
Lieutenant General, USA
Deputy Assistant Secretary

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. [illegible]

DoD 6060.1-M-11

Creating Environments For School-Age Child Care

Child Environment Series

Military Child Care Project
Ft. Lewis, Washington

Funded by the U.S. Department of
Health and Human Services
Administration for Children,
Youth and Families,
in cooperation with the
Department of the Army

August, 1980

TABLE OF CONTENTS

Page

INTRODUCTION 1

ABOUT THIS BOOK 3

PART 1 PLANNING YOUR CENTER'S PHYSICAL ENVIRONMENT 5

RECOGNIZING THE IMPORTANCE OF ENVIRONMENTS 7

The Environment Affects Your Feelings And Behavior 9

Some Environments Seem More Interesting Than Others 10

The Military Center Is Part Of A Larger Environment 11

Center Environments Should Speak To School-Age Children 12

Check Your Knowledge of Environments For School-Age Children 13

ARRANGING SPACE FOR SCHOOL-AGE CHILDREN 15

Organize Space To Support Play 17

Plan The Environment To Help You 18

Take Advantage Of Entryways 19

Make Room For Active Play 20

Provide Lots Of Opportunities For Climbing 21

Create Spaces For Small Groups 22

Plan For Private Get-Away Spots 23

Include Natural Areas In Outdoor Plans 24

Check Your Center's School-Age Play Spaces 25

TABLE OF CONTENTS (CONTINUED)

Page

MAKING CENTER SPACES LIVEABLE 27

Let Children Change The Shape, Size And Use Of Things 29

Add Variety By Using Different Levels 30

Take Advantage Of Textures 31

Let The Children Create Their Own Spaces 32

Use Color And Lighting To Create Moods 33

Put Living Things In The Environment 34

Check Your Center For Softness and Flexibility 35

PART 2 ADDING THE HUMAN TOUCH TO CENTER ENVIRONMENTS 37

MANAGING INFANT ENVIRONMENTS CREATIVELY 39

Keep Group Size Small 41

Schedule By The Day, The Week And The Month 42

Be Flexible If Your Center Provides Drop-In Care 43

Keep Track Of The Children As They Come And Go 44

Communicate With Parents 46

Make Special Plans For Summer Programs 47

Rate Your Summer Child Care Program 48

Plan A Healthy And Safe Environment 49

Use Open And Closed Storage 50

Check Your School-Age Management System 52

TABLE OF CONTENTS (CONTINUED)

Page

SUPPORTING AND RESPECTING DIFFERENCES 53

Help Children Like Themselves 55

Share Experiences And Differences 56

Bring In People From The World Outside 57

Handle Sensitive Subjects With Care 58

Learn How To Handle Child Abuse And Neglect 59

Be Alert To The Signs Of Neglect And Abuse 60

Consider Sex Education, Sex Roles And Sexism 61

Notice How Males And Females Appear In Children's Books 62

Prepare To Help Children With Special Needs 63

Help Children Understand Disabilities 64

Take A Look At How People With Disabilities Are Pictured 65

Mixed-Age Groupings Offer Environments For Learning 66

Consider Military Life-Styles 67

Think About Your Own Reactions 68

Use Games Which Encourage Cooperation, Not Comparison 69

Check For Ways The Environment Supports And Respects Differences 70

ENCOURAGING DEVELOPMENT THROUGH PLAY 71

Understand Your School-Age Children 73

Know What To Expect From School-Age Children 74

TABLE OF CONTENTS (CONTINUED)

Page

Keep Track Of School-Age Children's Development 76

Break Skills And Information Into Small Parts 77

Plan Flexible Games And Activities 78

Make Grown-Up Work A Part Of Children's Play 79

Practice Problem-Solving With The Children 80

Encourage Creative Thinking 81

Develop Children's Talents 82

Use Follow-Up Activities Often 83

Check Development By Watching Children At Play 84

USING MATERIALS IN CREATIVE WAYS 85

Help Children Express Themselves 87

Make And Use Project Boxes To Add Interest 88

Have Materials Available 89

Provide Opportunities To Learn Skills 90

Look For New And Different Art Activities 91

Use Nature In Creative Ways To Teach Art 92

Have Fun With Puppets 93

Make Creative Drama A Regular Part Of Your Program 94

Include Movement Activities 95

Make Music Fun For All 96

Share The Pleasure Of Books 97

Use Television Wisely, If At All 98

TABLE OF CONTENTS (CONTINUED)

Page

Keep Some Simple Games In Mind 99

Use Everyday Things To Create Interest 100

Surround The Children With Growing Things 101

Show How To Use Tools With Skill And Care 102

Make Food a Tasty Part Of The Environment 103

Serve Healthful Foods And Snacks 104

Easy Recipes For Snacks 105

Check Your Creativity And Skill With Materials 106

FINDING RESOURCES TO SUPPORT CAREGIVING 107

Learn The Art Of Scrounging 109

Find And Use Books And Resources 110

Find Sources For Cooperative Games 113

Help Children Understand Disabilities 114

Use Resources For Sex-Role Development And Non-Sexist Materials And Books 115

Collect Books To Read Aloud 116

Try These Suggested Cookbooks 117

Look For Music Resources 118

Seek Resources That May Help Children With Sensitive Subjects 119

INTRODUCTION

en-vi-ron-ment *the total of those things which surround; surroundings, including both people and things.*

This book is about creating environments for school-age children - six through 12 years. These children will be in the center before and after school and evenings. They will use the center during the weeks or months of school vacations. Although school-age care can include children up to 12 years of age, you will find that most children who use the center are six, seven and eight years of age - first through third graders.

This book is divided into two parts with selected resources at the end. PART ONE outlines some ways to plan the physical space. PART TWO suggests some good ways to use the people and things in that space. The environments we describe are designed to help children be independent and creative. Independence comes as children learn and practice skills through the activities, games and projects they choose. Creativity grows out of finding more than one way to do something or more than one right answer to a question.

There is a lot of information in this book. Nearly every page talks about a different and important idea. We suggest that you read and do the checklist at the end of just one section at a time. Once you have read the whole book, keep it handy so you can refer to it from time to time.

We do not pretend to provide all the answers. All we can do is present a beginning or guide. It is up to each caregiver to use and add to this basic information in individual and creative ways. Good child care programs happen when caregivers know and understand school-age children and have fun with them. So watch the children in your care. Think about how they react to their surroundings. Then you can evaluate, plan and manage environments especially for school-age children.

PLANNING YOUR CENTER'S PHYSICAL ENVIRONMENT

PART ONE

In PART ONE you will discover:

- how environments affect feelings and behavior
- good ways to organize indoor and outdoor play areas to offer school-age children a variety of experiences
- checklists for rating your center's environment

RECOGNIZING THE IMPORTANCE OF ENVIRONMENTS

Take a look around. Consider how your environment is affecting you at this moment. Are you reading this while sitting in a soft chair? Are you lying on a sandy beach? Can you hear the sound of waves and sea gulls? What do you smell? Can you smell dust, disinfectant or food cooking? What colors, shapes and objects can you see? We often get so used to our surroundings that we give no thought to how much we are affected by our environments. Think of the impact new sights and sounds have upon you. As human beings, we quickly learn to give meaning to the things around us. Different types of space, clothing and behaviors give us different messages about where we are and how we are to behave. Studies and experiments have shown that the same environment can have different effects on different people.

Think about these surprising ways that physical environments affect our behavior:

Pink has the power to change behavior. Experiments in prisons have shown the power that pink has to change how people act. Several prisons painted the walls pink. The inmates became calmer and less aggressive. It was possible to reduce the number of guards per shift. The effect of this color is so strong that changes in the gland system can be measured in people exposed to just the right shade of pink.

Crowding affects people differently. Studies of people living in crowded conditions compared certain areas of Hong Kong to heavily populated areas of New York and Boston. The studies showed Hong Kong to be four times as crowded. Yet the percent of crimes and cases of mental illness were less in Hong Kong than in the American cities.

People find uniform brightness boring. Monotony and sameness make most people uncomfortable. They like moderate change in all things, including brightness. Change may include the shifting patterns of sunlight. Lamps or lighting can be used to make some areas brighter than others.

Think about how your environment affected you as a child. Try to recall any strong feelings that you had about the people, places and events in your life.

SOME ENVIRONMENTS SEEM MORE INTERESTING THAN OTHERS

By observing the places where children choose to play, we can learn what they find to be most interesting. Children often choose to play in alleyways, on balconies or sidewalks near their homes. Children under ten will often choose these types of spaces rather than play areas in parks that are more distant from their homes. Children prefer play areas that include different features. They like shelter from the wind and heat. They look for enclosed spaces that allow small groups a sense of privacy. These can be places for informal gatherings or become special "clubs" with passwords and secret signs. They like play that includes water. They like space for sports and games. They also enjoy swings, slides and climbing equipment. They use flat space for bikes and wagons. They want a certain amount of risk or challenge while they play.

Play areas for children often fall into one of three kinds:

Traditional The area is laid out with equipment that is designed for children to use, including teeter-totters, swings, slides and sandboxes.

Contemporary This features separate pieces of equipment such as platforms and climbing structures. The overall plan of the area connects the pieces into a modern design.

Adventure Children can use and build with loose parts, such as crates, old tires, lumber and brick. School-age children, when given a choice, use adventure play areas more often and stay longer in comparison to other kinds of areas. While using the adventure play areas, school-age children work together and talk about a wide range of subjects while planning and building with the available materials.

What memories from your childhood are important to you? Do you remember the wonderful smells in your grandmother's kitchen? Did the strange sights and sounds of shopping in a public market thrill and excite you? Did you like hiding in the dark corners of an alley? In what ways can the center provide spaces similar to those which you liked so much as a child?

THE MILITARY CENTER IS PART OF A LARGER ENVIRONMENT

The military child care center is a part of the larger community created by the installation. The center environment should be planned with the needs and life-styles of children from military families in mind. For example, children may have to learn to live with frequent moves or separations from a parent. Of course, children growing up in civilian families may face some of the same situations. It is just that children in military families more often may have experiences like the ones below:

Cultural differences in the home With military installations all over the world, it is not uncommon for one parent to be from a culture different from the other. This gives children the advantage of learning firsthand about two cultures.

Living in close quarters Military housing may require family members and different families to live much closer together than they might in a civilian setting. Neighbors learn to share and help each other.

Exposure to differences Children in military families may live in integrated installation housing or attend integrated schools, churches and hospitals. They have the benefit of a broader exposure to cultural differences than do children in many civilian settings.

Moving Frequent moves uproot families from the support of their communities, friends and close relatives, especially grandparents. Frequent moves may be hard for the school-age child who has developed important friendships at school, in the neighborhood and child care center.

Non-traditional family structures Duty may call a father or mother away for a week, a month, a year. Although this may be difficult, it can help develop independence and self-reliance.

Travel/language With installations all over the world, children find themselves in new lands hearing and learning new languages. They see new customs and eat new foods.

CENTER ENVIRONMENTS SHOULD SPEAK TO SCHOOL-AGE CHILDREN

For children, being old enough to be in school is important. These children will not want to attend a child care center if they see it as "a place for babies." They need more than just being added to a group of younger children. School-age children need a special place that appears more grown-up or just for them. They get enough structure in school. They need an open, relaxed environment. They do not require activities with as much direction and structure as younger children. Ideally, the child care center allows school-age children to move, change and rearrange both the indoor and outdoor environments. School-age children also need a separate outdoor space that is special and more challenging. Opportunities to spend time building and changing things in an adventure play yard would make the center a special place and give each child a real sense of belonging.

Here are some things to consider when planning a school-age environment:

Separate entries are best. It helps school-age children feel more grown-up if they do not have to share an entry with the younger children. The school-age entry should be designed and decorated to look "grown-up" to these children.

Keep other areas in sight. The school-age areas should be separate from the areas for younger children. But the younger and older children should be within view of each other. This allows for some cross-over. The older children can be helpers for the younger children. The younger children can get a preview of things to come and have goals toward which to work.

Involvement improves cooperation and caring. In more than one case it has been found that when children are directly involved in the planning, care and maintenance of play areas, destructive behaviors are greatly reduced. Children who plant flowers in the play yard will protect them carefully. Children involved in raising money to buy equipment will use it with greater care. Children who have the responsibility for keeping tables, walls and floors clean, will be less likely to litter or destroy property.

CHECK YOUR KNOWLEDGE OF ENVIRONMENTS FOR SCHOOL-AGE CHILDREN

Below are some statements about environments and school-age children. Think about each sentence and put an X in the first column if you agree with it. Put an X in column two if you disagree. Then turn the page and compare your ideas with ours.

	Agree	Disagree
1. School-age care is most successful if it provides children with a school-like environment.	____	____
2. A challenge of full-day summer programs for school-aged children is keeping the children interested, especially older boys.	____	____
3. When given a choice, most children in school-age programs will play alone or with a few others rather than in a large group.	____	____
4. In a good school-age care environment children are always busy. They never have time to horse around, daydream or just sit.	____	____
5. School-age programs in centers which also serve younger children are most successful when the older children are kept completely separate from the younger ones.	____	____
6. A key to successful school-age care is to create an environment in which the children can and are encouraged to change things and move them about.	____	____
7. Adults are not such an important part of the environment for school-age children as they are for younger children.	____	____
8. School-age children like to have special places where a few friends can gather to play or have "club" meetings.	____	____

1. *Disagree* Most successful school-age care programs have a more flexible routine. At school children have few choices, little freedom to move around and constant adult supervision.

2. *Agree* There is one problem noted by many school-age programs. It is the difficulty of providing enough challenge and variety for older children in one place over a long period of time. Many successful summer programs for school-age children plan field trips or day-camp type activities away from the center.

3. *Agree* Research has shown that many children in school-age care play alone or with one other child rather than forming large groups on their own.

4. *Disagree* School-age children need some free, relaxed periods of time. They need time for important things like "doing nothing," getting a drink, watching others, tying a shoelace or daydreaming. This is probably good after a highly-organized school day.

5. *Disagree* Older children should have separate, challenging places to play. They should also have opportunities to see and be with younger children. This helps the older children learn patience and teaches the rewards that come from being helpful to and caring of others.

6. *Agree* The key to successful school-age child care is that the children PARTICIPATE IN PLANNING, CHANGING AND ARRANGING THEIR ENVIRONMENT BOTH INDOORS AND OUT.

7. *Disagree* School-age children can plan and carry out many activities on their own. They require less supervision and direction than younger children. But school-age children need to talk to and ask questions of adults, as well as receive love and approval from them.

8. *Agree* School-age children like to have special places for small-group play. They often spend a great deal of time arranging and decorating these spaces and holding informal club meetings.

ARRANGING SPACE FOR SCHOOL-AGE CHILDREN

Both indoors and outdoors a variety of spaces will support the different interests and activities of school-age children. Large areas allow for active play or group games. Small areas, slightly separated from larger areas, make meeting and activity spaces for one to four or five children. Small spaces for just one or two allow children a moment of privacy or the chance to get away from a difficult activity, adults or the group. Indoors, shelves and dividers can separate areas. Outdoors, bushes, tires and logs can form barriers between areas. Areas in a variety of shapes and sizes permit and encourage children to find and choose both active and quiet play. They can also choose to spend time alone or with small and large groups of other children.

Consider these points when organizing space for school-age children:

Storage Convenient storage both indoors and outdoors will increase the amount of time spent in activities and play. Both children and caregivers avoid using materials and equipment that are difficult to get and return.

Outdoor shelter Shelters, windbreaks, porches, low bushes and trees increase the opportunities for a variety of quiet or small group activities outdoors.

Indoor-outdoor connection Children enjoy being able to see the outdoor play space from indoors. It is also nice to be able to see indoors from the play yard. It should be easy to move back and forth between the two areas.

Different skill levels Children will naturally group themselves not by age but by skills or abilities. The center environment should allow for a wide range of interests and skills. This way every child can find play that is fun.

Some of the ideas, concepts and illustrations in this section are adapted from Cohen, U., Hill, A. B., Lane, C. G., McGinty, T., & Moore, G. T., *Recommendations for child play areas*, and Moore, G. T., Lane, C. G., Hill, A. B., Cohen, U., McGinty, T., *Recommendations for child care centers*. Milwaukee: University of Wisconsin-Milwaukee, Center for Architecture and Urban Planning Research, 1979.

Bringing large groups of school-age children together is often unsatisfactory for both children and caregivers. To make child care more personal, a home base plan divides the children into smaller groups. A caregiver is responsible for one group of children. Each group and caregiver meet in an area set aside as their home base. The children store their belongings in this area. The home base is also a place for meetings. The children plan activities and ways to arrange and manage areas, supplies, materials and equipment. Activities and projects take the children out of the home base. A system for checking in and out keeps the caregiver informed of where each child is at all times. This arrangement allows the children to be more independent. They can move to different activities or locations as they explore their wide range of interests. The children might move to other nearby activity areas, play outdoors, visit the younger children for a while or participate in youth activities elsewhere on the installation or in the community.

Besides a home base, the school-age environment might include:

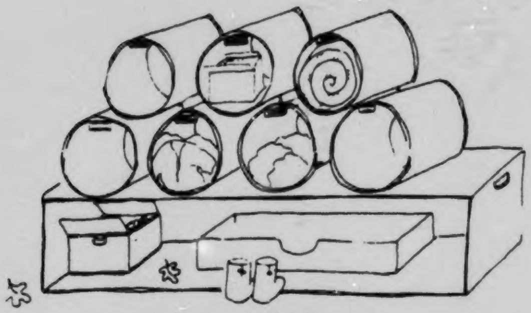
A kitchen area A kitchen area is vital to a school-age child care program. Children like to prepare food and snacks. Small appliances next to a sink can provide a surprising number of opportunities for cooking projects.

Interesting spaces A series of areas which are separate but in sight of one another will allow for different clubs and projects. Children can change and decorate unused space in buildings to suit their own needs.

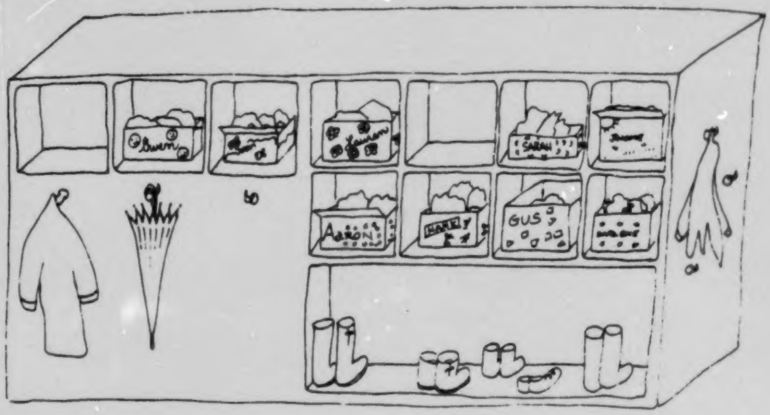
Moveable furnishings Children need furnishings and objects they can move to arrange their different areas. This might include planks, tires, small cable spools, sawhorses, curtains, partitions, dividers and shelves.

After-school activities away from the center School-age children have much to gain by attending meetings or activities elsewhere on the post. This might include scouting, 4-H or Dependent Youth Activities and sports. If children can walk to and from these activities, they gain valuable firsthand information about their community.

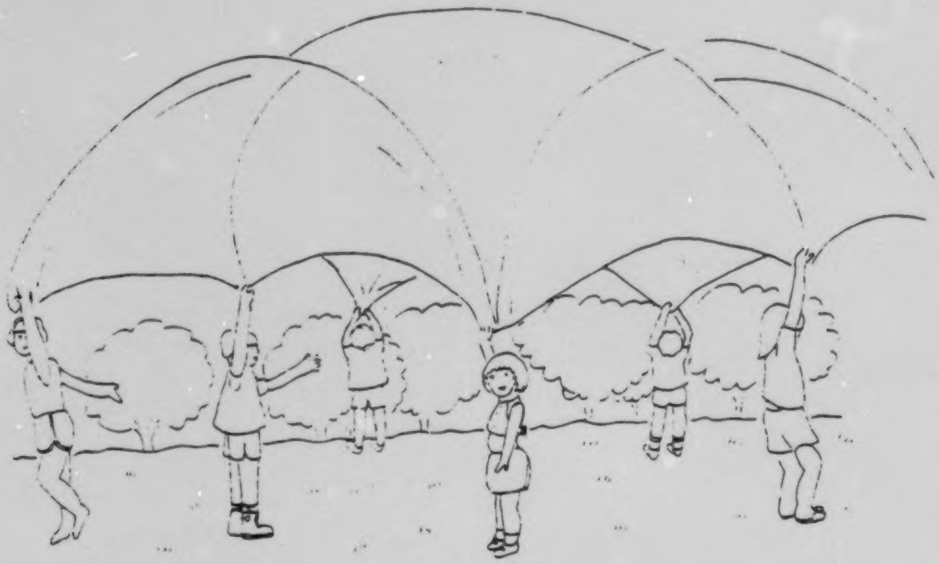
TAKE ADVANTAGE OF ENTRYWAYS



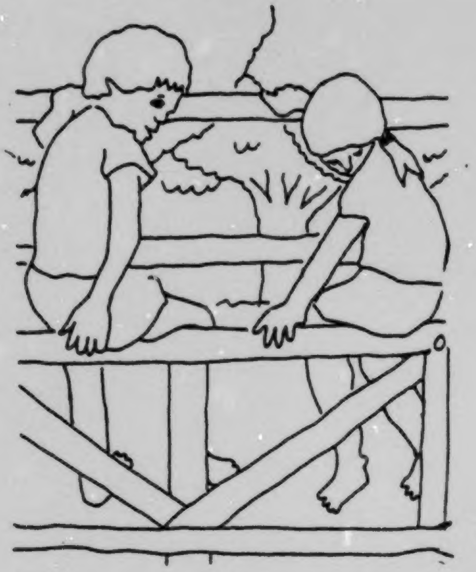
Somewhere near the main entry a desk, table or counter makes a convenient surface for completing forms, storing supplies and communicating with parents. Each child should be able to find a drawer, cubby or place to keep personal belongings, papers and projects. This special storage space gives each child a real sense of belonging. If your center provides drop-in care, it may be impossible to have a permanent cubby for each child. Try cubbies with nameplates that can be changed. This allows different children at different times to use the same space for storing belongings.



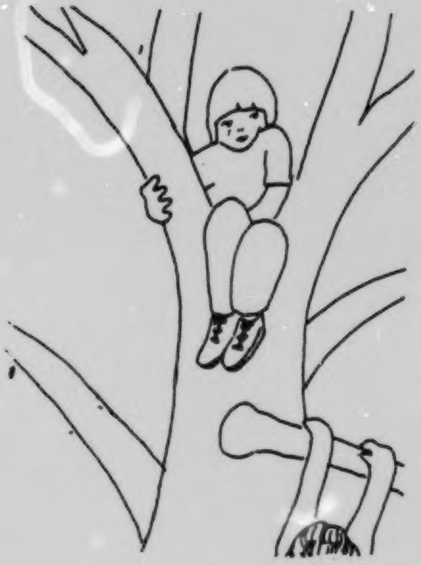
The connection between indoor and outdoor areas and movement between the two should be very easy for school-age children. The outdoor environment has the advantage of allowing for a little less adult supervision and organization. The center can provide a more relaxed, slower-paced program and environment than children find at school. School-age children need plenty of open space for the wide range of sports and activities that interests them. These might include sports, such as football, soccer, baseball and dodge ball. Other activities might include using parachutes or playing some of the cooperative games suggested on page 113. Children like hard surfaces for playing basketball and other games. A careful arrangement of play structures and game areas is necessary. This eliminates crowding and reduces accidents.

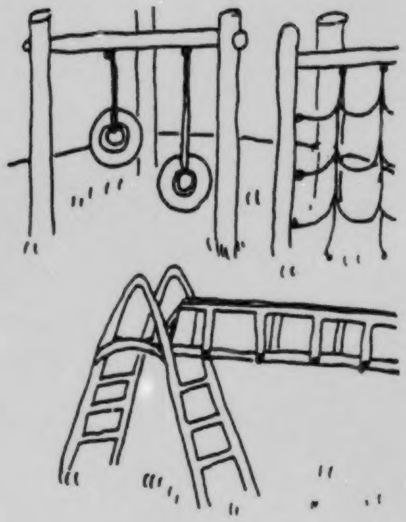


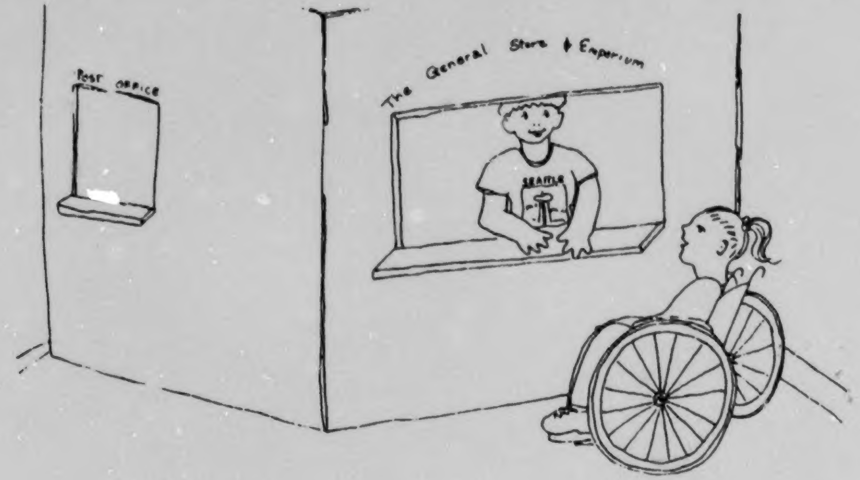
PROVIDE LOTS OF OPPORTUNITIES FOR CLIMBING



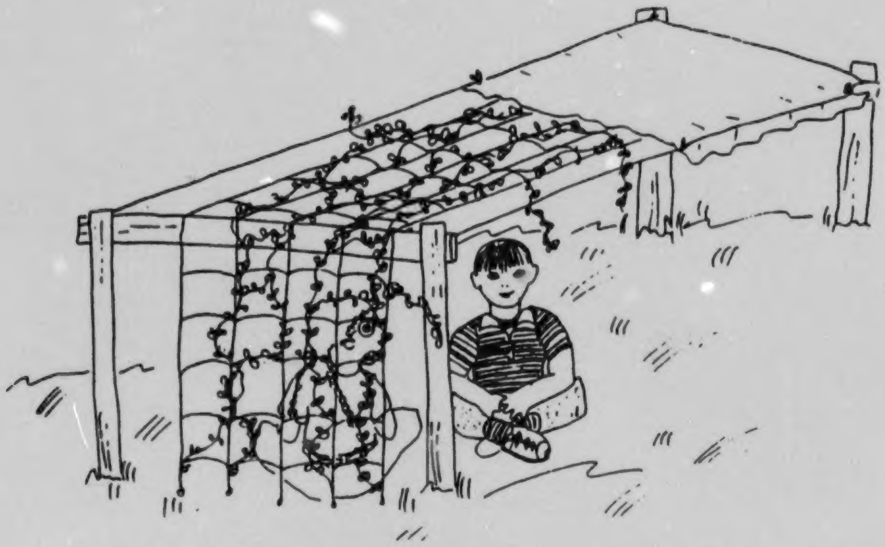
When children climb high, they stretch and develop their muscles. They can use high places for a number of purposes. A view from a high place gives a new outlook on things. This gives children a chance to look down, instead of up, for a while. They can climb high and find a moment to be alone with thoughts and plans. A high spot can be a meeting place for a friend or two. Children can plan what they want to do next seated atop a climbing structure or leaning against the branches of a large tree. Very clear rules and soft surfaces such as grass, sawdust, mats or sand under climbing structures reduce the risk of climbing high.

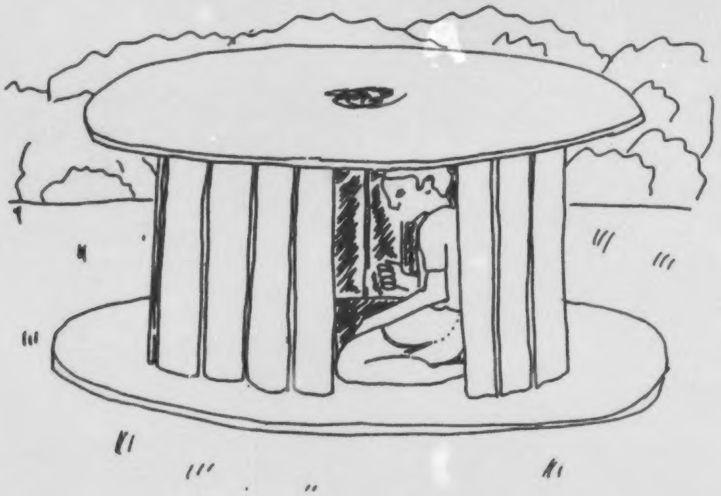




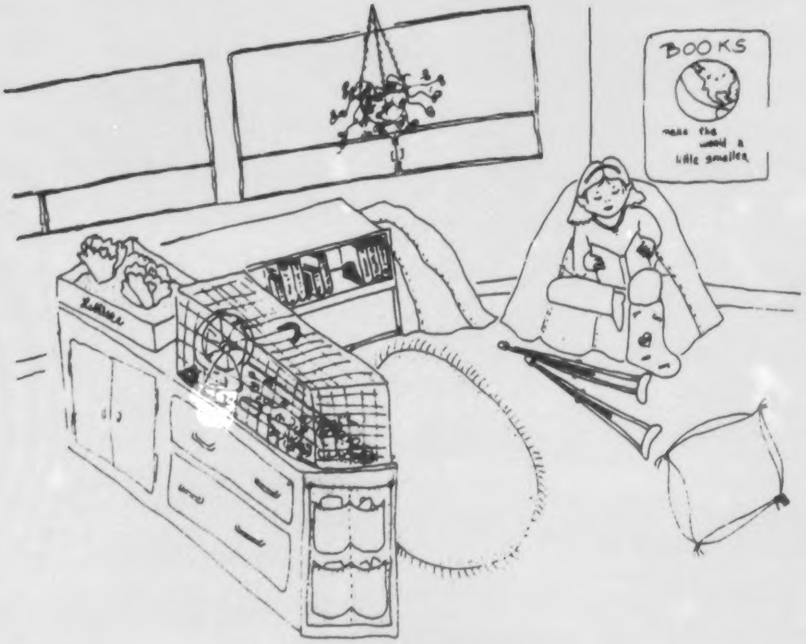


School-age children like the opportunity to form special interest clubs or to gather with a few of their friends. The environment can support this kind of grouping. Areas can be planned inside and out where a few children can get together away from the larger group. Use the outdoor environment for a variety of activities, not just for active play. If these spaces are not planned or built into the environment, caregivers and children can find ways of making places for a few children to play, work on projects or have club meetings. Moveable furnishings and dividers can provide ways of dividing space indoors. Outdoors crates, boxes, logs and tires can be used to form spaces for small groups.

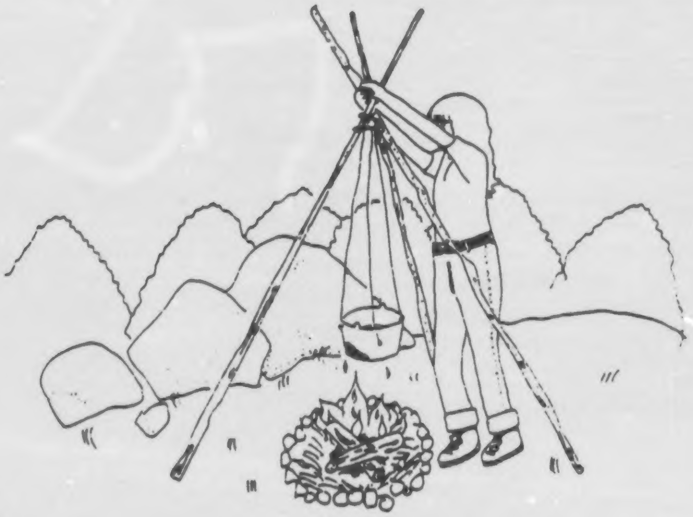




Private spaces serve several purposes for the children in the center. A small space makes a nice place to crawl into and think for a while. Children, given time to think about their problems, often resolve conflicts on their own very well. A child with a low-energy day or fighting illness, may enjoy escaping to a private space and resting for a while. Private spaces located near activities and playing fields provide a child with a graceful way of leaving a too difficult or demanding activity or play situation. Also, a child may need a very quiet and separate space for finishing homework.


BOOKS
make the world a little smaller

If trees, weeds, vines, insects and birds are not a part of the center outdoor play area, caregivers need to plan to take the children to nearby parks or areas where the children can find these things. A fire pit can be a very popular part of any school-age outdoor environment. Fire safety requirements may require that you take the children to parks or areas where fire pits are allowed. Children are enchanted by fire and seldom have the opportunity to have real-life experiences with matches and building fires. Cooking food over the open fire is a fun part of the activities that can happen in this area. Besides natural environment areas, space for gardening gives children other productive activities. If possible, a fenced area for small animals would add interest and value to the center's outdoor environment.



CHECK YOUR CENTER'S SCHOOL-AGE PLAY SPACES

Use the checklist below to help you look at and think about your center's school-age play areas. Think about ways to provide areas and opportunities for play which your center may not have.

ORGANIZATION OF PLAY YARD

____ easy access to outdoors from indoor play areas

____ variety of play spaces linked to each other for play and activities

____ opportunities for school-age children to see and play with others of different ages

____ some play areas attractive to older or more skilled children and some attractive to younger or less skilled children

____ bushes, shelters, porches or other barriers to protect play areas from winter winds and extreme summer suns

____ bushes, low hills or other barriers to partly enclose small play spaces

____ play structures spaced and located to avoid crowding and accidents

____ active play areas near each other and away from quiet play areas

____ convenient storage for outdoor equipment

____ play spaces for a variety of group sizes

    ____ boxes, tents or tunnels for one child to "get away"
    ____ tires, logs or bushes creating small-group areas
    ____ open spaces for active or group play

____ opportunities for caregivers and children to change the size of areas by moving dividers, boards or tires

____ easy access to bathrooms

____ outdoor water source and drinking fountains

____ safe fences and gates

OUTDOOR ACTIVITY AREAS

____ paved play areas for wheeled toys, wide pathways and hard-surfaced areas for balls, games and jumping rope

____ open grassy or soft-surface play areas for games and sports

____ large play areas for climbers, logs, spools, slides, platforms, swings or other play units

(turn page please)

____ play units with "loose parts," such as boxes, tires, boards and blocks or other moveable play structures

____ natural environment areas with native plants, trees, rocks, insects

____ special interest areas such as garden plots, fenced animal areas

____ small-group activity areas for books, music, arts and crafts

____ play areas at different levels - platforms, trees, large rocks

ORGANIZATION OF INDOOR SPACE

____ receiving area

____ cubbies

____ coat hooks

____ a variety of spaces

- ____ home bases or small-group meeting areas
- ____ large-group activity space for 14 to 16 children
- ____ several small-group activity spaces for four to five children
- ____ "get-away" or private spaces for one or two children

____ areas and pathways clearly marked by

- ____ shelves
- ____ floor levels
- ____ ceiling heights
- ____ low dividers
- ____ colors
- ____ floor coverings

____ closed storage for extra supplies and materials

____ open storage for children's games, materials and supplies

____ kitchen area, sink and appliances

INDOOR ACTIVITY AREAS

____ carpeted and washable floor surfaces

____ floor play areas

____ shelves and furniture to divide clubs and small-group activity areas

- ____ pretend play
- ____ puzzles and small toys
- ____ book nook
- ____ table games
- ____ records and tapes
- ____ homework
- ____ nature collections
- ____ arts and crafts
- ____ musical instruments
- ____ block play
- ____ water play
- ____ sewing, needlework
- ____ cooking
- ____ carpentry
- ____ play dough, clay
- ____ magnets and science displays
- ____ hobbies

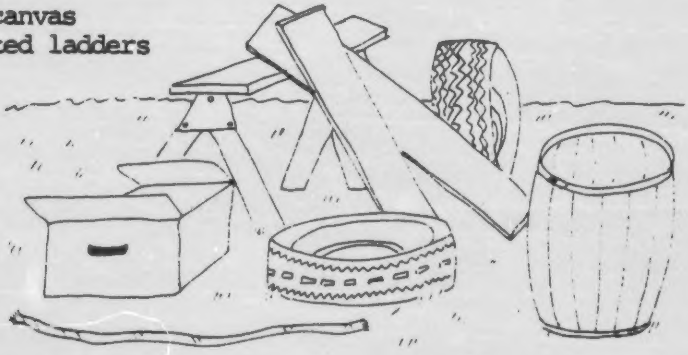
MAKING CENTER SPACES LIVEABLE

LET CHILDREN CHANGE THE SHAPE, SIZE AND USE OF THINGS

If we think about how and where children play when they are away from the center, we can improve the child care center environment as a place for play. The center can be safe yet as interesting as the alleys, porches and sidewalks where children like to play. Children especially like loose parts to move around. They like to change the size and shape of their play spaces to fit their different activities and pretend games. Loose parts may include lumber and nails for building or may be portable, reusable pieces that can be put together, changed and rearranged without hammer and nails. The best objects have more than one use. They can be combined with other things and they can be moved and changed by the children.

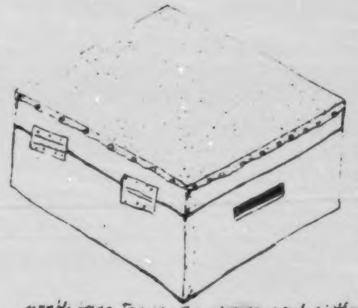
Here are some things that children can use alone or in combination to change the size and shape of things while playing:

tires
lumber scraps
cleated planks
sawhorses
bricks
milk cases
packing barrels and crates
wooden boxes
appliance and furniture cartons
bales of straw
hoses
ropes
hollow blocks
cable spools
cedar rounds
short logs
blankets, canvas
short cleated ladders



ADD VARIETY BY USING DIFFERENT LEVELS

Children will seek out different levels that exist in the environment to read a book, talk to a friend or make plans with a small group. A different level, especially when carpeted and stocked with cushions, helps the children slow down and enjoy quiet activities for a while. Indoors, a platform by a window with a view to the outside adds interest to the environment. Outdoors, a platform, treehouse or climbing structure adds different levels for a variety of places to be and things to do. The moveable boxes* illustrated on this page can double as storage while providing for different levels. One box used alone can be a platform or seat. Several boxes can form a stage, stairs or audience seating for a play or puppet show. Carpeted boxes make comfortable seats. Children can stand, dance, paint, work or write on uncarpeted boxes. There are many uses for collections of these boxes in different sizes and with different surfaces.



movable boxes to use for storage and platform

Think of all the levels that can add variety to indoor and outdoor spaces:

cushions
platforms
tires
ramps
bridges
drain pipes
play units
benches
slides

climbing trees
stairs
pits
rocks
logs
small hills
climbers
play units
window seats

---

*The idea for these multi-purpose boxes was taken from Leggett, S., Brubaker, C., Cohodes, A., & Shapiro, A., *Planning Flexible Learning Places*. New York: McGraw-Hill Book Company, 1977.

TAKE ADVANTAGE OF TEXTURES

Plastic, formica, metal and vinyl have the advantage of being easy to clean. Carpeting, fabrics and soft textures add beauty, softness and homelike qualities to the center environment. Look for ways to add softness wherever possible. This can include your actions as well as your additions to the environment. Most school-age children think they are too old to sit in adult laps. But many will be happy to let you put your arm around them or let you give them a gentle touch or squeeze. Many will snuggle close on a sofa, cushions or in the grass under a tree while you read a book, tell a story or talk. So be on the alert to find ways to make the center environment as comfortable as possible by adding softness whenever and wherever possible.

Think of ways for adding softness and a variety of textures to the environment:

Carpeting Use carpeting or rug scraps on platforms, walls, boxes and ramps. Let the children have scraps for decorating their play spaces or using as a part of their various building projects and pretend games.

Fabrics Use interesting fabrics to add color and absorb sound. Let the children participate in tie-dying or batiking fabrics to be used for curtains, banners or room dividers.

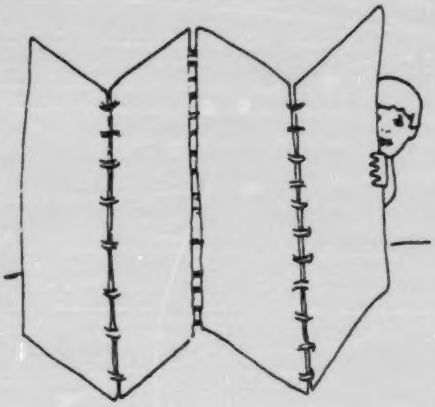
Pillows Cushions and pillows can transform a floor into a warm-feeling, cozy spot for reading or relaxing. A wide variety of colors and textures makes these fun and interesting.

Nature's soft textures Whenever possible, let the children enjoy the soft surfaces that occur naturally outside. These might include grass, sand, water, straw, sawdust and moss. If your play yard offers only limited opportunities for enjoying a variety of soft textures, plan trips to nearby parks or nature preserves so that the children have opportunities to get acquainted with the soft textures of nature.

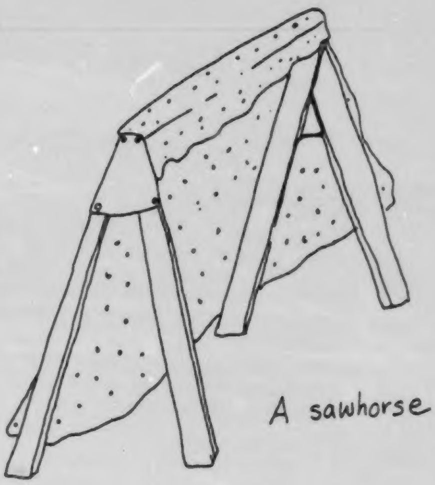
Know and follow all fire safety regulations before adding fabrics to the center environment.

LET THE CHILDREN CREATE THEIR OWN SPACES

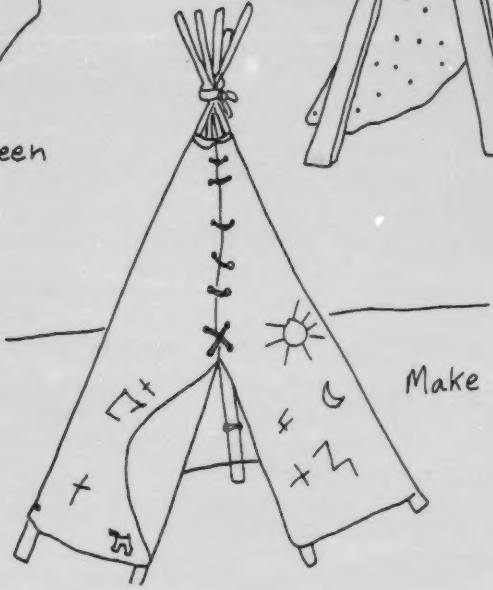
There are a number of things that you and the children can do to add private spaces to the center environment if they were not a part of the center's design. Below are just a few suggestions. With a few moveable pieces of furniture, blankets, curtains or drapes, the children will design and build spaces to suit their needs with little or no help from an adult.



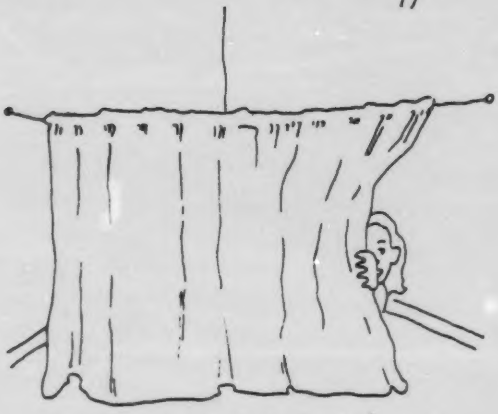
Build a zig-zag screen



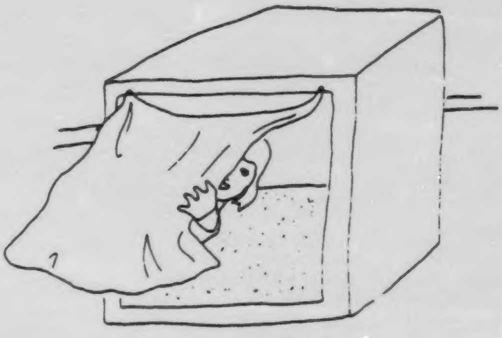
A sawhorse



Make a teepee



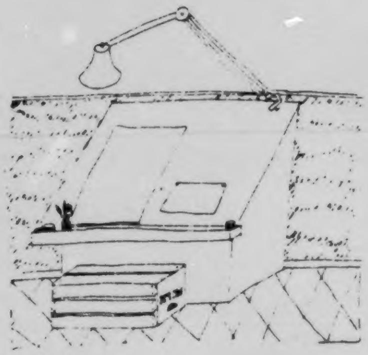
A sheet, some string and a corner



A large empty box

USE COLOR AND LIGHTING TO CREATE MOODS

Color and lighting can make the center a more comfortable and cheery place. It helps if you know how color and lighting affect people. To most people the warm colors like red, orange and yellow are exciting. The cool colors like blue, green and purple are relaxing. When choosing colors, select relaxing colors like blue or light green in quiet areas such as a book corner or private space. Orange and the bright colors are better in active play areas or as a decoration or accent color in the entry. Large rooms look smaller if you paint the walls or part of each wall a different color or shade of the same color. Use white or off-white on ceilings, never on walls in rooms used by groups of people. Neutral colors for shelves are best so that toys and games are easy to see. Use lighting to feature an area or activity. Hanging a lamp over the reading area varies the lighting in the room and sets that area off as special.



Think about the use of light and color in the child care center:

Avoid too-bright light. High levels of lighting are not necessary except for reading, sewing, painting or other tasks requiring close eye-work.

Turn off the lights. If an area has flourescent lights, choose times like during snack or a group movement activity to turn off the lights. Removing the glare of the lights is relaxing.

Add and change colors. Posters, large sheets of paper or fabrics may help when you cannot paint the walls. Involve the children in choosing and changing the colors in any area.

Plan decorations and murals. Look through books and magazines for decorating ideas. An opaque projector is useful. Many centers have been successful in using the original artwork and talents of the children for creating large wall murals in play areas and hallways.

Both plants and animals add interest and beauty to the center environment. Suggestions for growing plants and sprouting seeds appear on page 101. A child may find the center environment the only place for direct contact with animals. If allowed in the center environment, small tame animals offer an opportunity for children to have the experience of learning to care for another living being. The 4-H organization has detailed, well-designed projects especially for school-age children. Such projects are not limited to youngsters who live in rural areas, either. Caregivers can supervise an individual child's project. A qualified caregiver might choose to be a 4-H leader and hold regular meetings as a part of the center program. This could regularly involve a group of children with animal or plant life projects. Plants and animals add a great deal to the environment. Animals must be fed daily and plants watered weekly. While caring for animals, children can learn to be humane and gentle. Watching the growth of plants and animals can teach children about the life cycles of living things.

Here are some ways to make the center environment more alive with animals:

Fish Goldfish, tropical fish and snails are fun to feed and watch. School-age children can share in all the tasks of changing water and cleaning aquariums.

Small animals If permitted, guinea pigs, gerbils, rabbits and hamsters make good pets.

Fenced animal area A plot in the play yard can be fenced off for small animals and provide an outstanding addition to the outdoor environment.

Visitors A substitute for keeping animals in the center might be to have visitors bring pets and animals for short visits. Invite parents, humane society workers or zookeepers to share their time and animals with the children.

Field trips Another way to permit the children firsthand experiences with animals is to take short trips away from the center. Plan to visit working farms, stables and zoos, especially those with children's areas designed so that children can be near and touch the animals.

CHECK YOUR CENTER FOR SOFTNESS AND FLEXIBILITY

Check your center's indoor and outdoor space. Score one point for each item you check on the list below.

SOFTNESS

____ rocker
____ stuffed chair
____ lawn swing
____ bean bag chair
____ large carpet or rug
____ floor cushions
____ grass
____ sandbox or sand area
____ hammock

____ soft animals to hold
____ soft seats on swings
____ finger paints
____ clay or play dough
____ mud
____ water added to sand
____ "laps"
____ dirt for digging
____ hugs, a gentle touch*

FLEXIBILITY

____ Playthings can be used by more than one child at a time - clubhouse, balls or climbers.

____ Playthings can be used in more than one way - clay can be molded, shaped and rolled; a tunnel can be crawled into or over; a plank can be a ramp or a bridge.

____ Playthings can be used in different places - checkers, books, art projects - just about anything can happen anywhere, indoors or out.

____ Equipment can be moved by the children - boxes, boards or tires.

____ Spaces can be made different sizes - tables, shelves or equipment can be moved to make a space smaller or larger.

____ There are different levels or surfaces for play - puzzles can be on the floor or a table; paint at an easel or on a table

____ TOTAL POINTS

18-24 Keep up the good work!

10-17 There's some room for changes that will improve your center's liveability.

0-9 Look for ways to add or change some of the items you didn't check.

*These items are suggested in a *softness* rating taken from Elizabeth Prescott's *Assessment of Child-Rearing Environments: An Ecological Approach.* Pasadena: Pacific Oaks College, 1975.

ADDING THE HUMAN TOUCH TO CENTER ENVIRONMENTS

PART TWO

In PART TWO you will discover:

. tips for managing the school-age environment

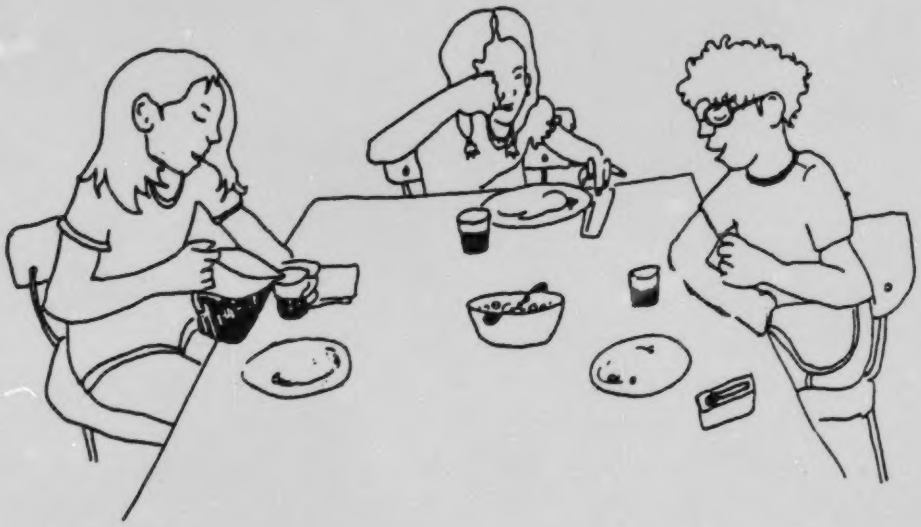
. ways to support the children's personal growth

. things that school-age children can and like to do

. some creative ways to use materials

. some suggested resources

MANAGING SCHOOL-AGE ENVIRONMENTS WITH CARE



KEEP GROUP SIZE SMALL

Group size for school-age children in child care centers deserves special consideration. These older children require different degrees of attention, but have just as much need for adult concern and interest as younger children and infants. Before or after school, they need to be able to find caregivers who can listen to their tales of success or help them with their problems. Too many children in one group reduce the amount of adult time available for each child. After a day in school with 25 or 30 other children, a child should have the benefit of a smaller group while in the center. Child care experts suggest that groups for school-age children be no larger than 20.

Look for ways to keep group sizes for school-age children small:

Try dividing a room. A center with a lot of children in one large area might try dividing that space. The result would be two or more spaces with groups just the right size. Remodeling or adding partitions are the best solutions. When this isn't possible, there may be other ways to divide a space. Shelves and curtains or banners can be used together to divide one large area into two smaller ones. Careful planning may be necessary to arrange for sharing sinks, large play areas and bathrooms.

Try using subgroups. Another solution to the problem of a large group is to divide it into smaller groups. This is a simple yet effective plan. One caregiver stays in one area with some of the children. Another caregiver supervises an indoor playroom, library or the outdoor play yard.

Try finding volunteers. Some centers are successful at finding and using volunteers. Having an extra adult on a regular basis can increase the number of adults per children. This increases the opportunities for these children to talk to an adult.

As a child, what did you dislike most about school, camp or day care? Was it hard to wait your turn or sit still for long periods of time? Plan center routines so that you can avoid, as much as possible, some of the things that you liked least.

Planning the schedule by the day, the week and the month ensures a smooth-running, well-balanced program. The less experience a caregiver has, the more important advance planning is. Experienced caregivers have a backlog of games, activities and ideas which they can rely on at a moment's notice. The wise caregiver overplans. It is easier to save a project or idea for another day than to be stuck with a group of eager children with nothing constructive to do. With school-age children, you can make your job easier and more fun if you view your role as that of a guide or adult friend instead of a leader or expert on all subjects.

Here are some guidelines to follow for making both short- and long-term plans:

Involve the children. Have regular meetings with the children to discuss their interests and get their ideas for daily, weekly and monthly plans. Let several children design and make a calendar. Post the calendar where all can see it.

Seek balance. Try to schedule a balance each day, week and month. Have a variety of activities and offer choices so that children have a chance to be quiet and active. They use their hands, bodies and minds. They work alone or in small and large groups.

Be open to change. Schedules are nice. Use them as a backbone for your program but be ready to change plans at a moment's notice. Take advantage of unexpected events or visitors. Celebrate a sudden snowstorm or summer shower with the children.

Vary your schedule as the weather changes. In the summertime, for example, you may need to schedule outdoor time early in the day before the play yard becomes too hot for active play. During the winter, outside time may have to be reduced because of cold or stormy weather.

Include the parents. Parents can be a great source of information. They can tell you what their children like to do. Some parents will have good ideas for projects, crafts or activities.

BE FLEXIBLE IF YOUR CENTER PROVIDES DROP-IN CARE

Your center may provide drop-in care. This means that no advance reservations are required. Parents may leave or pick up their children at any time. The number of children and caregivers may vary from hour to hour and day to day. If your center provides drop-in care, you still will find the ideas in this book useful and practical. They have been tried in a center that provides this service for a large number of children. Caregivers just have to be somewhat more flexible and able to change their plans as enrollment changes. If, for example, enrollment is high, you may choose to plan some very structured activities and group the children into different interest areas. With fewer children, both caregivers and children would be free to carry on activities in a much more relaxed manner. For planning purposes, it may be helpful to know attendance trends. Your director may be able to share this information with you. In military child care centers, for example, attendance is always high on payday.

Here are some tips to help you meet the challenge of drop-in child care:

Use name tags. It helps if caregivers can call each child by name whenever possible. To encourage school-age children to leave their name tags on, try different methods to make these fun and interesting for the children to make themselves and wear. You might let each child print his or her own name. Rubber stamps or stickers make the name tags colorful and different.

Play name games. Play a variety of name games so that caregivers and children can have fun while getting acquainted with each other. Sit the children in a circle. Give them a minute to talk to the child nearby. Then, in turn, each child holds up the hand of the child to the right and says, "This is my friend Mia. She likes to skateboard." Then Mia introduces the child to her right.

Have a plan for supervising. As more children arrive, another caregiver will be required. It is good to have a plan so that all caregivers know exactly what areas or activities they are to supervise.

KEEP TRACK OF THE CHILDREN AS THEY COME AND GO

A chart like the one shown on the next page tells you at a glance the number of children present. This way you can keep track of both the children and the number of caregivers required. It is also important to know the number and names of the children for emergency evacuations, fire drills and storm alerts. This is not the official entry and exit record. Usually all official records, health cards, emergency phone numbers and fees charged are maintained elsewhere in the child care center. This chart just makes it easier for the caregivers in the school-age area to keep track of those children in their care. This chart also provides a source of quick and easy information for additional caregivers as they arrive or when shifts change.

Name Each child's name is entered on the chart as the child arrives. Other needed information is recorded quickly. Each name is erased as the child leaves.

BLD (breakfast, lunch, dinner) Caregivers can see at a glance who will be eating breakfast, lunch or dinner in the center. A check means the child will eat a center-prepared meal and an "S" indicates a sack meal from home.

School If the children attend different schools, they may leave and arrive at different times. You will want to indicate the times on the chart so that all departures happen on time and caregivers know exactly when to expect all arrivals.

In and Out Record the arrival time in the *in* column. Put the expected return time of the parents in the *out* space.

"X" (location) The "X" column shows the location of each child who is away from the main school-age area. Either child or caregiver can change the chart each time the child moves to a new location. When parents arrive, they can refer to the chart and quickly find their children.

Below is a sample chart for use in a school-age program. When drop-in care is provided, special care is needed to keep track of the children as they come and go. You may want to change this chart to suit your center's particular needs. A summer care program, for example, may need a way to indicate that some children have left the center for an activity such as swimming. This might replace the school attendance column. To show where the children are, make up your own code to use in the "X" column. Put the chart on heavy cardboard and cover with acetate or clear plastic. This way you can write with washable ink or wax pencils and use the chart again and again.

A SAMPLE DAILY CHART FOR A SCHOOL-AGE PROGRAM

Name	B	L	D	School		In	Out	X	Remarks
				Leave	Return				
1. Stacy Greer	✓			0745	1 30	0700	1730	O	
2. Gavin Hoffman			✓	0745	1430	0740	1900	L	Dad has class & will be late tonight
3. Mindy Young	✓			0800	1500	0715	1700	P	
4. Hanna Lane				0745	1430	0740	1700	P	Help her w/ homework
5. Sonny Bingham	✓			0800	1500	0710	1800	O	
6. Wendy King	✓			0745	1430	0715	1700	L	** Allergic to milk
7. Laura Best	✓			0745	1430	0700	1730	O	
8. B. J. Dahl			✓	0745	1430	0730	1800	P	
9. Megan Hall						1430	1800	L	TDY father
10. Nate Brown						1500	1730	L	
11. Mia Padron			S			1500	1900	O	
12 Glenn Howe			✓			1500	1900	O	

"X" (location) code: O = Outdoors; L = Library; P = Playroom; F = Fieldtrip

You can involve and include parents in your program. Most parents are busy with their own lives and jobs but are concerned that their children are receiving quality care while in the center. For this reason, if informed, they will support and make donations to your program. Make it easy for parents to find out about your needs and current projects. Bulletin boards are a good way to get the message to parents. Make it easy for parents to drop off donations. Put out labeled containers for desired objects near the door, coat area or parent bulletin board. Some useful items might include egg cartons, magazines, fabric, nails, seedpods or cones. Change the labels on the containers as your needs change. This way you will not be overwhelmed with too many old magazines or unwanted items.

Keep these hints in mind when planning and making a bulletin board for parents:

Find a good spot. Locate the bulletin board where parents will be sure to see it. Put it near the door or coat area.

Make it easy to read. Remember that people read from left to right. Plan your messages to begin on the left and end on the right.

Make it easy on yourself. If you have to invest too much time or money in designing and making a bulletin board, you will be discouraged from making or changing the display. Keep cost and time involved to a minimum.

Keep it simple. The best bulletin boards contain one message that is understood at a glance.

Involve the parents. Have a pocket on the bulletin board for notes that parents can pick up and take home. These might include a recipe, safety tips, lists of needed craft materials or good books for school-age children.

MAKE SPECIAL PLANS FOR SUMMER PROGRAMS

When school is in session, the children spend short hours in the center. Before school there is not time nor are children awake enough for a full, active program. Some may need breakfast. Some may finish homework. Some may just want to sit and wake up. Some will be full of energy and want to play. After school there is only time for short projects before parents arrive to take their children home. There is seldom enough time for trips away from the center. Summer brings long, full days. Summer child care offers opportunities not possible before and after school. Some of the advantages are listed below.

The main features of summer child care include:

Opportunities to slow down Summer programs are often more relaxed and slower paced. Fewer children may attend the center during the summer. This allows for more free time and friendship between children and caregivers.

Opportunities to develop major projects With more time to spend on one activity, children can do more elaborate projects during the summer. Weeks may be spent building a clubhouse, making and hanging curtains, building furniture and then playing there.

Opportunities for swimming and trips In the summer there is time for swimming, picnics and field trips. Field trips can include visits to local historical sites, parks, factories, farms, concerts and children's plays.

Opportunities to learn real adult skills Centers often hire young college students with special skills during the summer. These young adults often are eager to share what they know with the school-age children. This may include identifying plants, learning macrame or learning minor bike repairing.

Opportunities for long-range projects Over the course of a summer children can plant seeds in the garden, water the seeds, harvest the produce and follow up with a cooking project. Summer allows for projects that spread over a number of days.

RATE YOUR SUMMER CHILD CARE PROGRAM

Below is a checklist you can use to rate your summer child care program.

____ The children can plan and carry out long-term projects.

____ The children have adult help when needed but can carry out projects with some degree of independence and privacy.

____ At times, the children are left on their own to experience boredom and find their own solutions to the "there's nothing to do" problem.

____ The children have opportunities to test the limits of their skills and strengths in activities that have a small element of risk such as climbing trees, taking hikes and building fires.

____ Children can choose to do real work around the center like painting or making minor repairs.

____ The children can find a large variety of games in the center.

____ The children select games and activities they like, but can ask and get good suggestions from caregivers as needed.

____ Caregivers or other adults are available to show "how to" and teach interesting skills.

____ Activities are offered that use special tools, such as woodworking and pottery.

____ There are opportunities to leave the center and explore the installation with caregivers or to swim, bowl or participate in other activities.

____ There are opportunities for field trips to different kinds of places.

____ There are opportunities to earn money by doing chores in the community.

____ TOTAL POINTS

Score one point for each item you checked:

9-12 Your program probably rates high with children, parents and caregivers.

4-8 Congratulations on all the items you checked. Add to these strengths by working to change any items not checked.

0-3 Your program needs a real boost to make it fun and worthwhile for the children. Face the challenge of changing things with courage.

Involve the children in setting safety rules for the center. School-age children like to know the reasons for rules. Explain how certain rules protect them from possible injury. Children understand that getting hurt is not fun. If a game or activity is becoming too rough, stop it at once. Ask the children to talk about what the results might be if the game continues at that pace. You can use your experience to help the children prevent accidents before they happen. If you see that a child is overly tired or upset, encourage the child to leave the game. If several children seem overheated or tired, get the group to slow down or play something else. Suggest a cooperative or quiet game for over-excited children. This helps the children redirect their energies and avoid injuries. All caregivers should have first aid training. Safety manuals should be within easy reach for quick reference. The American Red Cross' *Basic First Aid* is a reliable manual. *A Sigh Of Relief* by M. I. Green has pictures and simple steps to follow for treating all kinds of emergencies.

Here are some health and safety tips:

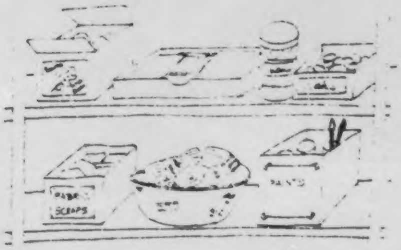
Supervise the use of tools. Children can use hammers, saws and other tools safely if they know and follow the rules for each tool's safe use. Supervise carefully to ensure that rules are followed and no one is hurt.

Know and post emergency procedures. Be familiar with and post emergency procedures for building evacuations and storm warnings. Regularly practice these routines with the children. Post "communicable disease" charts in clear view of parents and caregivers. Caregivers should know how to operate fire extinguishers.

Make regular safety checks. Inspect all play equipment each week. Look for hazards like loose bolts and frayed ropes. Remove broken toys.

Talk about health and safety with the children. It helps to talk about important health matters with these children. This might include the need for dressing properly for the weather, cleanliness, sleep and good food. You can make these into fun activities by using health checklists or weather charts to keep track of the outdoor temperature.

Keeping supplies and materials in order is necessary. Put toys, games and materials that the children need on open shelves and as close to where they will be used as possible. Store extra games and materials in closed closets and cupboards. Put cleaning supplies in locked cabinets. In all cases, keep related items together in well-marked containers. This makes it faster and easier to find things and keep track of what is on hand. The children should be responsible for keeping the open shelves in order. A system to mark a place for everything makes it easier to keep everything in its place. A colored dot on a game, bag or tray is one way to manage this. The children just match the dots when putting things away. This system allows you to rotate materials without having to change labels. Several puzzles, for example, can have an orange dot. When the children are finished with one puzzle, another with an orange dot can replace the first.



Plan ways to arrange and display materials:

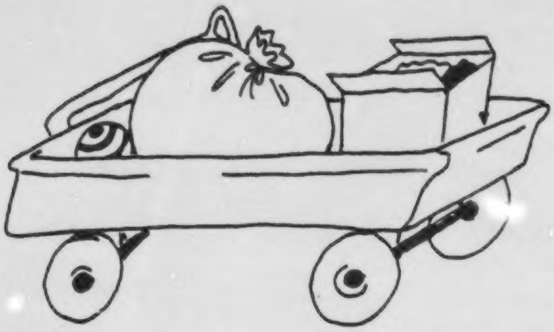
Containers Have a separate container for each game or toy. These can be trays, boxes, baskets or bags.

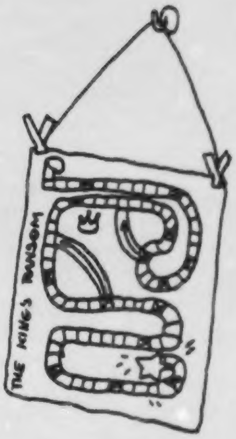
Labels Mark the shelves with pictures, outlines, labels or colored dots so that the children can easily see where to return toys. Labels from the original package are useful to mark both containers and shelves to show where things belong.

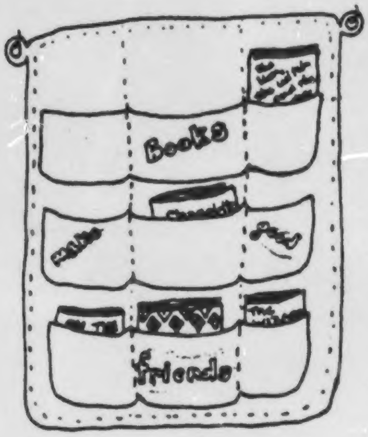
Coding Color the back side of puzzles with paint or a marking pen. Use a color, label, identifying mark or number on all pieces that belong together. This makes it easier and faster to pick up and put away games and toys. It reduces the loss of important parts.

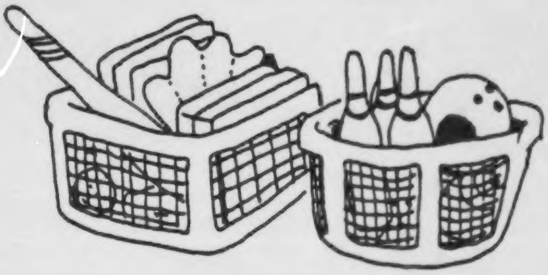
Hooks and pegs Use pegboards and hooks to hang things like scissors, garden and woodworking tools, cooking supplies and dress-up clothes.

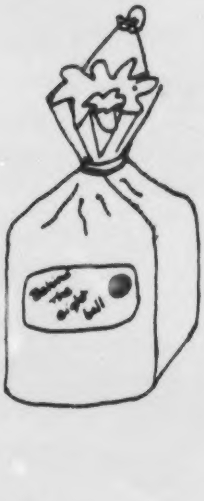
Even without built-in storage you can locate supplies and materials close to areas of use. Invent your own ways to store and transport supplies and equipment.

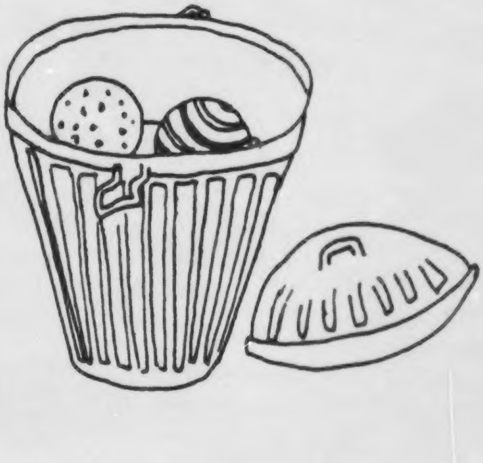



THE KING'S RANSOM


Books
math
food
friends







CHECK YOUR SCHOOL-AGE MANAGEMENT SYSTEM

Use the checklist below to help you look at and think about how your school-age environment is managed. Think about ways to improve the management for any items which you do not check.

____ Children and caregivers regularly meet to plan the daily, weekly and monthly schedule.

____ Schedule includes a balance of active and quiet play and large-group, small-group and private time.

____ Normal groups include no more than 20 school-age children.

____ Regular schedules for routines and activities are posted in clear view.

____ Children have access to and responsibility for materials on open shelves.

____ Materials and supplies are stored as near to the area of use as possible.

____ Labels and containers allow children to keep open shelves in order.

____ Caregivers have closed cupboards or closets for storage.

____ Stored toys, games, supplies and equipment are organized and easy to find.

____ Bulletin boards for communicating with parents are near the main entrance.

____ Parent information, notices and decorations are changed regularly.

____ Follow-up activities are planned around major events or activities.

____ Regular safety checks of areas and equipment are conducted.

____ Emergency procedures are posted and first aid manuals are available.

____ Caregivers and children regularly conduct emergency evacuation drills.

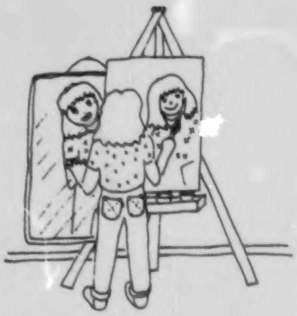
____ Caregivers and children regularly discuss and review safety and health rules.

____ An easy check-in and check-out system for drop-in care is used.

SUPPORTING AND RESPECTING DIFFERENCES

HELP CHILDREN LIKE THEMSELVES

You can plan the center environment to influence how children feel about themselves. Bulletin boards, charts, decorations and anything surrounding the children deserve your careful attention. You can use these things to help children learn to feel positively about themselves. A special sign by the door can say something like, "Today is _________'s Day." Each child in turn has a day to put his or her name here and have the privilege of running errands and doing special chores. Cut pictures of smiling faces from magazines, mount on tagboard and attach to strings from the ceiling. Caring for pets helps a child to develop a sense of responsibility and a feeling of importance. A full-length mirror belongs in the center environment. Caregivers can make and give out paper badges or special notes when a child does something outstanding or shows special kindness to another. Have places where the children can safely display their treasures, hobbies or trinkets. Having a birthday calendar and celebrating birthdays is another way to give each child special attention.



Here are some ways to help children like themselves:

Mirror portraits Let the children use washable ink and a mirror. Each child draws around her image in the mirror to create her own personal picture.

A self-portrait Have each child feel the outline of his face. Allow plenty of time for talking about and feeling the forehead, eyes, nose, mouth and chin. Talk about shapes, sizes and distance of one feature from another. Then each child feels the face again while drawing a self-portrait on a large sheet of paper.

Clown makeup Applying makeup is fun. It allows each child to experiment with expressing different feelings. It lets the children have fun and be silly while learning more about themselves.

Albums and scrapbooks Children can make their own personal family albums. These might include photos, drawings and a written history. Suggest a scrapbook of favorite things. The children can cut pictures from magazines to illustrate their favorite food, hobbies, sports and pets. They can draw or write about what they like to do.

SHARE EXPERIENCES AND DIFFERENCES

School-age children can be quite sensitive to differences. They are sometimes quick to judge others who dress, talk or look different. It is important to expose children to a wide range of differences in a positive, natural way. Remember, children must feel good about themselves before they can accept differences in others. Children with parents from different cultures may need special help and support. Understanding adults can show a child ways to feel positive instead of confused by this cultural mix. Children in the military setting have the opportunity to live and grow up around others with different skin colors, habits, customs, food and clothing. They learn about differences while playing with children and caregivers from different family backgrounds.

Plan carefully to share differences with the children in your school-age program:

Share your own differences. If your culture is different from that of any of the children in the center, you can share the songs, food and stories you liked as a child.

Involve real people. Whenever possible invite parents to share their cultural pasts. A cooking activity or preparing a special snack is a fun way to begin. Parents can talk about customs, clothing, school and arts and crafts from their own childhood.

Give honest information. Try to give the most realistic, honest picture of a culture that you can. Choose books and pictures carefully. There are many differences within one country or culture. Be careful about making general statements about any culture or group of people.

Plan experiences to teach differences. Spend periods of time exploring different cultures. Surround the children with objects, pictures, clothing, music, stories, food and handicraft projects and let the children decide what they would like to do to learn about a culture. The children can do any number of things, such as build model houses, make pottery in a particular style, learn and act out stories or songs and make musical instruments.

BRING IN PEOPLE FROM THE WORLD OUTSIDE

Children look to adults to learn different ways of behaving. The more grown-ups that children can be around the better. This lets children see many different things that adults do and the different ways that they behave. From these experiences, children can pick and choose grown-ups to copy as they grow toward adulthood themselves. Visitors add interest and variety to the environment. Plan to invite other people to visit your center on either an occasional or a regular basis. Your director will help you find and invite interesting guests. Remember, successful visitors know the ages and interests of the children in your center. Visitors who have objects or pictures to show or things for the children to do are usually the most successful.

Some people that you might want to add to your center environment include:

Men Since most caregivers are female, most elementary teachers are female and children may spend more time with their mothers than their fathers, children like male visitors. A friendly, adult male can be helpful to a child whose father is away on duty.

Younger and older people Whenever possible have children younger than six or older than 12 years of age spend time with your group. Teenagers can share their handicraft or dancing skills with school-age children. Elderly men and women, as well as babies, make interesting visitors.

People with different jobs School-age children like to know about the real world. They are interested in the men and women who work in the community. They want to know about special equipment such as CB radios, fire extinguishers, typewriters and an assortment of tools. They are interested in firefighters, farmers, poets, musicians, TV and radio personalities and clowns.

Who were your favorite people as a child? What did they do? How did they speak to you? Did they teach you an important skill? Did they share their love of animals or a hobby with you? Can you locate interesting adults who will share their time and energy with the children in your center?

HANDLE SENSITIVE SUBJECTS WITH CARE

You may serve as a real comfort or source of information to a child who is facing a sensitive problem. Death, divorce, sex, drugs, alcohol and smoking as well as physical or sexual abuse are problems for some children. You may not have all the answers. Sometimes all a child needs is an adult who will listen. Avoid giving opinions or information that may be in conflict with a family's religious or personal views. If you must disagree with something a child says, do so with tact. You can say, "Not everyone believes that. When you get older and have more information, you can decide for yourself." Children have changing views of death. At six, they are aware that death is final and may feel personal loss and real grief. At seven, they have an interest in the ceremonies surrounding death and know they will die sometime. From eight to ten, they are interested in the causes of death and what happens afterwards.

Here are some hints for handling these subjects:

Experiences help prepare for a bigger loss. Talking about pets that die or finding and burying a dead bird can help prepare children for larger, more personal loss. Talk about the creature's death and the fact that it will never come back to life. Let the children plan and carry out ceremonies to express their grief. You can help the children see that the memory of a loved pet lives on even after death.

Be honest about divorce. Children worry about being the cause of a divorce. Help a child understand that she is not to blame for her parent's separation. Stress that the parents *are not living together*. A child may fear the loss of love if you say that the parents do not love one another anymore. Talk is helpful, but remember that the divorce is basically the parents', not the child's business. A regular routine of satisfying activities will help the child get through this difficult time of adjustment.

Books may help. There is a list of recommended books and films to help children deal with death and other sensitive subjects on page 119.

Abuse is using words or physical strength in an unfair way to take advantage of another. Abuse may be one of four kinds - physical, verbal, sexual and neglect. There are some common signs of abuse to watch for. *Physical abuse* is the easiest to spot. Look for bruises and injuries in odd places which the child cannot explain. Most victims of physical abuse are under the age of six. With school-age children look for more cases of *verbal abuse*. These cases are harder to spot, because words don't leave visible, physical scars. But loud, unkind, belittling words are harmful to children. Often, they become quiet and eager to please. They have a very low opinion of themselves. A great deal of secrecy surrounds the subject of *sexual abuse*. Sexually abused children may exhibit some of the same signs as neglected and verbally abused children. But unless the child talks about it, sexual abuse is hard to detect. There seldom are witnesses to this kind of abuse. Children are afraid to talk about what has happened. Alert adults must look for clues in the child's actions and words to uncover this form of abuse. There are many signs of *neglect*. A child may come to school hungry, dirty and tired or wear odd clothing. Parents may neglect the emotional or medical needs of a child.

Watch for the various signs of abuse and have a reporting plan:

Put one person in charge. The center director should make all formal reports.

Inform the staff. All staff - caregivers, cooks, janitors and bookkeepers - should be alert to signs of abuse and know reporting instructions.

Be prompt. Reports should be made within 24 hours of suspected abuse.

Follow correct procedures. Use a prepared form for reporting to make sure all information is collected and recorded.

Follow up on reports. Caregivers who report a case to the director should follow up on their reports to make sure that a formal report has been made and to learn what action has been taken.

Caregivers must be alert to the signs that might indicate a child is the victim of neglect or abuse. No one sign is proof that a child is being abused. Abused children are likely to show at least several of the reactions below. If you suspect a case of neglect or abuse, share your concerns with the center director. Caregivers should not try to solve the problems of abuse and neglect. There are service agencies outside the center to handle these cases.

Here are some common signs of neglect and abuse. Pay attention when a child:

shows a sudden change of behavior.

is *very* obedient or eager to please.

returns to old habits like thumbsucking.

is afraid to try new or difficult tasks.

has dull, expressionless eyes.

is a real loner, few or no friends.

is often tired, dirty or hungry.

has low energy and poor health.

tells "tall" tales often.

shows angry, destructive behavior.

has bruises or unexplained marks on body.

needs glasses, dental work or hearing aid.

talks about countless chores and duties at home.

is having trouble with schoolwork.

says "I wish I could live with you."

child, usually a girl, acts too grown-up for her age.

shows sudden physical changes like loss or gain of appetite.

has a set of aches, pains and complaints.

gives vivid and clear descriptions of sexual acts in games and conversations.

School-age children want to know about the differences between boys and girls, men and women. Most will be aware of physical differences. They will be most concerned with finding out what are "girl things" and what are "boy things." They will think about and play pretend games in which they act out adult roles. The center environment can help to break some of the rigid rules that used to govern children's play. *Sexism* is the supporting of traditional sex roles. These are limiting. If boys are taught only to be strong and brave, they may never learn to be giving or show tender, affectionate feelings. Girls may not be able to fulfill their talents and skills if they are limited to only caring and giving roles. The child care program can encourage free choice for all activities while considering that children often want and like to play with others of the same sex.

Sex education If children ask questions, give short, honest answers. Remember, when discussions and activities touch on topics such as sex, caregivers must know and respect the views of the parents, the child care program, the schools and the community.

Sex roles Each child should have a clear sexual identity. The best way to help children learn this is to have both men and women in real life who can serve as models or examples. Children will copy and grow to be like the adults around them. They also learn about sex roles from books, TV and movies.

Sexism Everything in the environment should support an open attitude toward sex roles. Boys can cook and sew without being called "sissy," just as girls can do woodworking and play active games without being labeled. Books give messages, too. Include those books which show girls and women as bright, strong and brave. Use books that show boys and men in caring roles. Some suggested books and materials are listed on page 115.

NOTICE HOW MALES AND FEMALES APPEAR IN CHILDREN'S BOOKS

You can help children think about how books, comics, TV, fairy tales and stories treat people. Using a checklist like the one below with them may help. The children should know that a book or story is how one person, the author, has described the world. This is not necessarily the way it is or has to be.

Select a book from your center's bookshelf. Look at it closely and put a check in the column which best describes the people in this book. Simply skip the questions which do not apply.

	girls/women	boys/men
1. Who is the hero or main character of the story?	_____	_____
2. Count the people in the pictures. Are there more pictures of boys and men or girls and women?	_____	_____
3. Who are the mean or ugly characters?	_____	_____
4. Who are the quiet, shy or stay-at-home characters?	_____	_____
5. Who gets to do the most fun or brave things?	_____	_____
6. Who cries, hits or gets into trouble?	_____	_____
7. Who are the smart or clever characters?	_____	_____
8. What are the weak, helpless or pitiful characters?	_____	_____
9. Who are the leaders or problem solvers?	_____	_____
10. Who are the gentle, caring or helpful characters?	_____	_____
11. What jobs or careers do the adult characters have?	men __________ __________ __________	women __________ __________ __________

12. What words are used to describe jobs?

firefighter instead of *fireman*
letter carrier instead of *mailman*
police officer instead of *policeman*

Now look carefully at the answers to these questions. Are males and females treated about the same? Talk with the children about the results of the checklist. Does this book treat people fairly or unfairly?

PREPARE TO HELP CHILDREN WITH SPECIAL NEEDS

You must be prepared to care for children with special needs who may come to your center. Remember, these children are no different from other children. They need a safe environment where they can exercise their bodies, use their minds and learn how to get along with others. The materials and activities that work with ordinary children work with special children. All you have to do is give some thought to how you will use these things. Planning for and making small changes in the center tells both a particular child and the other children that you care about and accept the child.

Here are some specific things you can do:

Hearing-impaired For children with a hearing loss, always make sure they can see your lips as they hear your voice. Use pictures, maps and written instructions along with what you say.

Visually-impaired For children who have poor eyesight, keep the room arrangement basically the same. Tape record books. Keep pathways inside and outside clear of hazards. Use a heavy, black marking pen for writing notes or provide darkly lined paper on which to write.

Physically disabled For children with wheelchairs and crutches, have clear pathways and open spaces. Include ways to exercise with low chin-up bars. Use ramps instead of steps. A box-type swing or a tire swing is good for severely disabled children.

Emotionally disturbed or over-active Sameness is important. Prepare the child before moving furniture or changing the schedule. Use a timer if something must be done within a certain period of time. Write down and find a special place to post schedules or directions for a child.

Learning disabled Help the child keep belongings organized. The child needs an assigned coat hook and cubby. Help the child find, arrange and use only the items needed to complete one project at a time. Short, one-sentence directions are best. A child can play tape-recorded directions over as often as needed while working on a project.

HELP CHILDREN UNDERSTAND DISABILITIES

Before adults can help children understand and be tolerant of others with disabilities, adults must give some thought to their own beliefs. Our language, books, movies and TV shows do not always show people with disabilities in a fair, accurate way. We must make sure that we help put a stop to these false pictures. People with disabilities don't want pity. They want to be accepted as individuals. Attitudes expressed by language are important. The label, *a blind person*, describes the whole person. A better choice of words is *a person with a visual impairment*. Likewise, *a person with a hearing impairment* is preferred to *a deaf person*. The best thing you can do is set a positive example for the children. What you do will affect the attitudes of the children. If you respond warmly and show concern but not pity for a special child, so will the children. If you expect progress and independence, so will they.

Here are some ways to explore feelings towards others with disabilities:

Make a "Hall of Fame." Help the children gather information, pictures and posters about famous people with disabilities. The children can write and talk about these people. What role did the disability play in a person's life? What difficulties did a person face? If you met one of these people, what questions would you ask? Candidates for the "Hall of Fame" might include Beethoven, Stevie Wonder, Franklin D. Roosevelt, Helen Keller, Sarah Bernhardt and Ray Charles.

Books and films are useful. Stories about children with disabilities can be helpful. The biography of Helen Keller is always a favorite with school-age children. Help the children find stories that show people with disabilities as positive and productive. For a list of suggested books and films to use with children see page 114.

Introduce the new and different. Therapists and salespeople can introduce the aids and appliances that people with disabilities use. Then the children can see and touch wheelchairs, braces and other aids. Pictures in sales brochures are also helpful.

TAKE A LOOK AT HOW PEOPLE WITH DISABILITIES ARE PICTURED

Here is a checklist you can use with children to help them learn new ways of thinking about the stories that they read, see and hear. This checklist will help you and the children discover which stories present negative pictures or views of persons with disabilities. Use this checklist to rate books, comics, TV shows and fairy tales.

	Yes	No
1. Is the person with the disability a main character in the story. *Main characters or heroes are seldom disabled.*	___	___
2. Do other people in the story show respect instead of pity for characters with disabilities?	___	___
3. Is the character with a disability good, not evil like Captain Hook or Long John Silver?	___	___
4. Is the person with a disability content and happy most of the time instead of sad and lonely?	___	___
5. Is the person with a disability independent instead of always needing help from others?	___	___
6. Is the person with a disability clever and resourceful instead of looking stupid like Mr. Magoo?	___	___
7. Is the outcome good for the person with a disability? *Characters with disabilities are often the victim of violence or an accident.*	___	___
8. Does the character with a disability feel confidence instead of self-pity most of the time?	___	___
9. Is the character with a disability normal in all other ways? *People with disabilities are often shown to have special strength or power.*	___	___
10. Does the character with a disability have a real part in the story instead of being just an added detail like a blind musician in the background?	___	___

Score one point for each yes answer. A score of fewer than six tells you that the story does not show persons with disabilities in a fair way.

*Adapted from a Handicapism Scale, Barnes, E., Berrigan, C., and Biklen, D. *What's The Difference?* Syracuse, NY: Human Policy Press, 1978, p. 64.

MIXED-AGE GROUPINGS OFFER ENVIRONMENTS FOR LEARNING

This book describes environments for school-age children. But do not overlook the advantage of mixing children of different ages in the same group. To some degree, what is called mixed-age or cross-age care may happen already in your center. First thing in the morning and late in the day - those times when attendance is down - many centers mix the ages of children in one group. In those centers which separate their drop-in care from their full-time child care programs, often children of different ages are cared for in one group in the drop-in program. At present, most centers group children by age or skill level for practical reasons. It appears that more thought and study is needed to design equipment, room arrangements, materials, routines and schedules for use by children of different ages in the same group. So while this book describes environments for school-age children we do not want you to overlook thinking about the benefits of mixed-age group care for children.

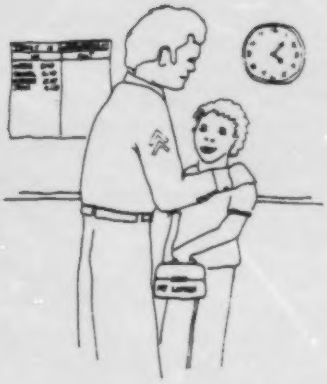
Below are some of the benefits of caring for children of different ages in the same group:

Brothers and sisters can be together. Cross-age or mixed-age care permits members of the same family to stay together.

Older children can help care for the younger ones. The older children can entertain, take care of and help the younger ones in a number of ways. This benefits the younger children and caregivers. The older ones benefit from having the opportunity to help others and feel good as a result.

Cross-age care reduces competition. With children of different ages, the competition to be the best, the fastest or the strongest is reduced. This may have a long range benefit for the child and society. Playing with others of different ages helps children grow into more caring, thoughtful adults.

CONSIDER MILITARY LIFE-STYLES



The child care center can be an important family and child support service. Children in military families share a particular life-style. Most children of servicemember parents live away from close relatives, move frequently, may be separated from a parent on duty, are exposed to a wide range of cultural differences and may have to face the death of a parent. The center can reflect the lives of the children it serves. This gives a feeling of security to the children there. Display photographs of the children who use the center. Pictures from the local military newspaper make good bulletin board displays. You and the children can talk about the adults and the kinds of things they do while on duty. Talking about and planning for special problems may help the children adjust to the special demands of life within the military setting.

Think of ways to help a child adjust to change:

Talk about moving. Moving is a big concern for school-age children. Adults can help a lot. Let a child know that it is all right to have some fears and concerns. Try to be positive. Talk about all the advantages of moving to a new place, seeing new things and meeting new friends. Involve the children in letter-writing projects, whenever a child is moving away. Books may help. "Books for Kids About Moving," published by the Bekins Company, suggests 30 books on the subject. The address of where to send for this booklet is on page 112.

Watch for changes in behavior. A child may be upset by the return of a parent who has been gone for a while. The child may be confused, feeling hurt and anger as much as joy. A misbehaving or unusually tearful child needs your kindness, sympathy and understanding.

Career exploration is important. Children should know and talk about the military as a life-style. But it is important that these children learn about careers not only in the military but also in the civilian world. School-age children can begin to learn about the wide range of career choices available to them so that they will be truly open to choice later in life.

THINK ABOUT YOUR OWN REACTIONS

School-age children are tying their own shoes, buttoning their own coats and blowing their own noses. They often know exactly what games or activities they want to do at a certain time. They may choose to draw, paint, organize a club or read a book. These children are growing more independent of adults. They still need and use adults, but in different ways than younger or older children. They often need an adult to step in and show them fair ways to settle arguments or deal with rule-breakers. They may need new ideas for projects or activities. They profit from adult know-how or expert advice to learn new skills. Children rely a great deal on adults for guidance, attention and approval. They copy or model the behaviors of the adults around them. If they hear kind words, they are more likely to be kind. If they hear harsh words, they may copy them, as well. In studies of child care centers, caregivers have been found to behave in different ways with children. Some qualities promote healthy development more than others.

Most caregiver behavior includes some of the following qualities:

Encouraging The caregiver helps children express their own ideas and adds to their own selection of activities. The adult also increases the children's knowledge of social and physical skills, responsibility and understanding of the world.

Guiding The caregiver helps children understand their world and different ways of doing and seeing things.

Restricting The caregiver makes it clear to children, without shaming them, that there is freedom but always within the rules or limits which must be respected.

Neutral The caregiver tries to give information or express an opinion, but does not try to influence the child. The caregiver accepts the child regardless of behavior or outbursts of anger.

Which kinds of behavior do you find yourself using most? If you find that you spend most of your time correcting *or* restricting *children, you may want to find some new ways to use the environment so that you can* encourage *and* guide *more often.*

USE GAMES WHICH ENCOURAGE COOPERATION, NOT COMPARISON

Games of competition single out winners and make comparisons. Winning may depend upon size, speed or strength. Comparisons are based on qualities over which the child has no control. School-age children take winning and losing very seriously. They base their feelings of success upon their comparisons with others. They want to know who is best at throwing a ball, running or jumping. Caregivers can offset this by showing the children fun ways to play and games that call for cooperation instead of competition. Such games show children how to work to get along better and teach them to share. These games make each child partly responsible for a successful outcome. When there are no losers or losing sides, children can play with no fear of failure. This frees them to really enjoy themselves. Since many cooperative games come from other cultures, children can learn about different ways of life while having fun. For a list of suggested game books see page 113.

Encourage cooperative games and discourage unfair comparisons:

Role-playing may help. If name-calling is a problem, role-playing may help the children find other ways of behaving. Have them form groups of three or four. Then they develop real or make-believe incidents, assign roles and plan lines. Each small group presents a skit to the larger group. Afterwards, ask the actors, "How did you feel?" Ask the audience, "What else could have been said or done?" Have the children reverse roles in the skit and act it out and talk again.

Play Muk, an Eskimo laughing game. Muk means silence. The players sit in a circle. One is in the middle and points to another. That child says "Muk" and remains silent, without laughing. The player in the middle makes faces and funny movements to "break the muk." The player who laughs gets a funny name and goes to the middle.

Allow for differences. Support and help a child who chooses not to participate in a sport or activity. A child may be teased for not wanting to join a baseball game. Help out with a few words, such as "That's O.K. I'm not so wild about baseball myself. Dion and I'll watch."

CHECK FOR WAYS THE ENVIRONMENT SUPPORTS AND RESPECTS DIFFERENCES

Use the checklist below to see if your school-age center environment allows for and supports differences.

____ A barrier-free environment allows for wheelchairs, walkers and crutches.

____ Caregivers make changes in the program for children with special needs.

____ Space and program supports free play so children can practice "leader" and "follower" roles while at play.

____ There are spaces and opportunities for both "loners" and "joiners" to feel comfortable.

____ Caregivers are alert to children's needs to try out behaviors as long as no one is being hurt.

____ Equipment and opportunities allow for risk-taking and limit-testing.

____ There are opportunities, equipment, supplies and games for both active and vigorous or calm and quiet play.

____ All activities are equally available to boys and girls.

____ Male caregivers, volunteers or visitors provide male models.

____ Male and female adults lead activities and share duties equally.

____ Books, pictures, activities and caregivers respect different cultures.

____ Books, pictures, activities and caregivers respect different family styles.

____ Caregivers and all adults in the center know how to detect signs of neglect.

____ The program includes group discussions and safeguards against one child or group belittling another.

ENCOURAGING DEVELOPMENT THROUGH PLAY

UNDERSTAND YOUR SCHOOL-AGE CHILDREN

School-age children need a full and varied program. They need challenges and interesting materials. They need caring adults who can listen. These children have talents and skills to explore. They have personalities to develop. They have boundless energy to use. They have creative, new ideas to try. They know what they like and can take an active part in planning a program to match their interests and skills.

Here are some of the things school-age children like:

School-age children want to choose and do real work. This might include caring for animals, shopping for groceries, painting equipment or furniture, caring for younger children or building a clubhouse.

School-age children want to practice and show off their skills. Children like to be the best at what they do. They will practice and learn the skills needed to excel in anything from sports to reading to riding a bike to painting.

School-age children like clubs. Children love to have activities organized as clubs, with rules, meeting places, flags and emblems. Centers can recognize and serve this need.

School-age children want to learn leisure activities. School-age children like to learn hobbies, individual sports and creative ways to use their leisure time. Centers can fill the gap which the schools may ignore.

School-age children want to learn about the community. Make other parts of the installation as much a part of the child care environment as possible. This can include field trips and recreation like bowling or swimming. It is also a great benefit to the children if they can safely walk to and from these various activities.

What did you like to do as a child? Can you remember those things you did which had a real purpose? Did you deliver newspapers or cut lawns to save money for a bike? Did you and friends organize a carnival or put on a puppet show to earn money? These kinds of activities are important to school-age children. Try to find ways to include them in your program.

KNOW WHAT TO EXPECT FROM SCHOOL-AGE CHILDREN

Most children go through similar stages yet no two are exactly alike. Development varies from child to child. So it is helpful to know what to expect at each age. Then you can plan programs that suit the interests and abilities of the children. Also, you can keep a close watch on each child's development.

You might expect to see some of the items listed below when a child is

SIX:

____ takes pride in beginning "real" school
____ growth is slow and steady, beginning to lose baby teeth
____ likes to be active - running, jumping, skipping, hopping and climbing
____ prefers friends of the same sex; changes playmates often
____ likes make-believe and pretend play
____ likes jokes, rhymes, name-calling and experimenting with "bad" words
____ quick to protest when *others* cheat

SEVEN:

____ may be quieter at age six
____ likes to run errands and help with others
____ interested in difference between sexes and where babies come from
____ growth is still slow and steady
____ plays in larger groups of children than at six
____ likes to play in secret hideaways out of sight of adults
____ thinks and talks about feelings
____ is concerned about *right* and *wrong* and *good* and *bad*

EIGHT:

____ likes real conversations with adults
____ will test limits of adults
____ very fearful of failing
____ likes games that use small muscles like jacks, hitting a target
____ likes active sports like riding a bike and roller skating
____ wants real information about the world
____ friends are very important

NINE:

____ friends are very important, likes clubs
____ budgets time, works on long projects
____ likes crafts, sewing, knitting, working with tools
____ likes collections and organized games with well-defined rules
____ likes to read books and look at magazines
____ may be pesty and have many little fears or worries

TEN:

____ happy, well-organized and values privacy
____ likes to join clubs, form groups; needs a "best friend"
____ may copy friends, TV star, sports hero or popular singer
____ wants to be good in sports; teams are important
____ can plan ahead for field trips and projects
____ can see other points of view

ELEVEN:

____ girls begin to matrue sexually (on the average, menstruation begins at 11-12 years of age)
____ belonging to a group very important
____ family, economic or race differences can be of concern
____ girls fall behind in physical strength and endurance
____ emotional and body changes may lead to temper outbursts
____ can be very outspoken or rude at times

TWELVE:

____ beginning of growth spurt; physical, sexual changes begin for boys
____ thinking is becoming more adultlike
____ conflict of feeling too old for some things and too young for others
____ wants more independence, to choose own friends, clothes, TV shows
____ easily embarrassed, wants more privacy than before
____ interest in opposite sex begins

By age six most lags in growth and development will have been detected. Yet some problems, especially those related to hearing or seeing, may still be undetected. So it is important that caregivers watch each child carefully for possible problems. Children grow at different rates. Because a child cannot do just one thing that is normal for a particular age is no cause for alarm. A child just may need more time and practice to develop a skill. With school-age children, problems related to behavior and school will occur most often. Inform your director if you observe a child who shows signs of having difficulty seeing or hearing. Watch for children who have behavior problems or have difficulty performing a number of the usual skills.

Be alert for any signs that might indicate a problem with development:

Hearing impairment Watch for a child who does not come when called by name to snack or a favorite activity. Watch for the child who is not surprised by or does not turn toward a loud or unusual sound. In some cases, children who have been labeled "bad" because they didn't come when called have been found to have a hearing loss.

Vision impairment Look for a child who tilts her head forward, holds books and toys close to the eyes, squints or rubs her eyes often. A school-age child may complain of headaches or fuzzy vision.

Overactive behavior The overactive child is more than just full of the normal high level of energy of children during this age period. The truly overactive child moves without thought and purpose and is not successful in his work.

Destructive behavior A child may fight, be a bully, lie, cheat or demand attention in many ways. This may result from a child who has not had the opportunities to develop appropriate behavior. Or it may indicate the child is living with too much stress. A divorce or other problem may be too much for the child. In either case, the child needs help suitable to the special problem.

With school-age children you usually can use directions that involve more than one step at a time. A child should have no trouble if you say, "After you hang up your coat, you may put on your apron and begin painting." A younger child or a child who is developing slowly requires just one direction at a time. In such a case, give simple steps one at a time. You might say, "Hang up your coat." (pause) "Put on your apron." (pause) "Get a paintbrush." (pause) "Now you are ready to paint." The way to break a task into small parts is to perform the task yourself or watch someone else. Then look for each different step. You may have to repeat the process several times before you can decide exactly upon each separate task. It is easier for all children to learn new information if you present it in small parts or steps. This way you show or teach only one thing at a time. The key is to change or modify directions to suit the needs of different children.

Below are steps for demonstrating a cooking project. Most school-age children would benefit from this combination of action and words:

List the materials. Begin by showing all the spoons, bowls and equipment. Pick up each item as you talk about it. Give all important information, pointing out such things as the *1/2* mark on the measuring cup. Point to and name all the ingredients.

Demonstrate in steps. Talk about what you are doing as you follow the recipe one step at a time. Tell how to measure or scrape a cup clean. Make sure you include each little detail. The children will learn by watching and listening.

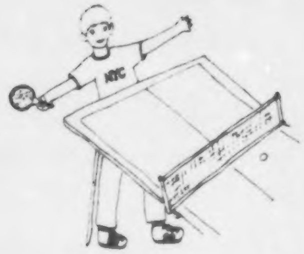
Show the finished product. Let the children see or even touch or taste the final product. Then they know what outcome to expect when they make the recipe.

Quickly review the main points. Give a fast summary of the main points of your demonstration.

Ask for questions. By this time the children will be eager to try their own hands at making the recipe. Give them a chance to ask questions about important points they need to know.

PLAN FLEXIBLE GAMES AND ACTIVITIES

Children want to play games that test and improve their thinking and physical skills. These might include any number of games from checkers to ping pong. Children like to learn the rules and skills necessary for a variety of structured games. School-age children like to play active games like kickball and football. They like quiet games with small pieces that require control of small muscles. These include jacks, marbles, pick-up sticks and tiddley winks. They like games of strategy like checkers and chess. They like card games, such as "Concentration," "Go Fish" and "Old Maid." At times, caregivers might want to introduce new games or activities with less structure and fewer rules.



School-age children like games and activities which:

Allow for several different kinds of participation. Some may draw a large mural; others may paint and fill in the background color.

Allow for different levels of skill. Some may shoot baskets while others practice dribbling.

Allow for different lengths of time. Some may spend just a few minutes putting together a puzzle while others stay much longer.

Allow for growth and learning. Children like a little challenge. They like activities that involve a few new steps, ideas or skills.

Provide for enjoyment and success. Children feel defeated by activities which are too difficult. They get no satisfaction from those that are too easy.

Make it easy to come and go. In centers which provide drop-in care, activities that are easy to enter and leave at any time are best.

What did you like to do most as a child? Did you like to play ball, collect stamps or build things with wood? Caregivers who liked to cook or garden, for example, can share these activities with the children in fun, enthusiastic ways.

Play, projects and activities will take up most of the children's time while they are in the center. However, they will enjoy and benefit from learning about and doing grown-up activities. Although they may be doing real work, it should be fun or something they want or choose to do. The opportunities for children to participate in various activities will vary from center to center and summer to winter. The key is for children to be able to find meaningful, fun ways to help with shopping, gardening and making minor repairs.

Here are some ways that children can work around the center:

Have the children conduct safety checks. Children can use a safety checklist in your school-age area. Show them how to inspect toys, equipment and the environment for safety hazards. A clipboard and inspector's badge add an air of importance to this chore. This will be a popular activity so let different children conduct the inspection each week. Most children will take this responsibility seriously, but caregivers must still make their assigned inspections of the environment.

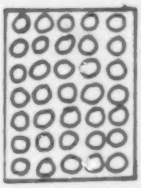
Encourage cross-age contacts. There are different ways school-age children can have meaningful contacts with younger children in the center. Some children will enjoy putting together a traveling show. They can make up and present puppet shows for the younger children. They can share their singing and dancing skills, perform poetry and rhymes or read books.

Turn routines into special events. School-age children, of course, should help with all the routines around the center. Routines are more fun when approached in new and different ways. Suggest that they sweep or wipe the table to music. Let them turn snack time into party time. Children can turn popcorn and juice into a special event with inflated balloons, special placemats and circus name cards.

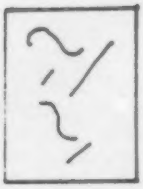
PRACTICE PROBLEM-SOLVING WITH THE CHILDREN

Two creative ways to solve problems are *brainstorming* and *changing* things. To brainstorm, one person or a group lists all ideas as fast as possible. List everything. All ideas are accepted equally. Judgment is withheld. After a list is complete, then you and the children can decide which ideas you like most or which will work best. Once the children know how to brainstorm, it is a good tool to use to help solve minor problems. For example, you can help two children who are fighting and name-calling. Stop the fight. Then ask the children involved and others nearby to suggest other ways these two could settle their differences. Changing things is very much like brainstorming. This involves thinking of changes, large or small, which would improve a familiar object or event. If an idea seems really "wild" to you, ask a few questions. Then you may better see what the child was thinking and the idea may make more sense to you. Have fun getting the children to talk and think about changing things. Ask the children to list or draw changes for activity areas, the play yard, reading corner or private spaces.

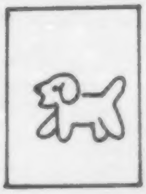
Brainstorming Find a familiar object to use, such as a spoon, table knife, bar of soap, shovel or pencil. Set a timer for five minutes. The children call out or write down possible uses for the object you are holding. Remember, you or a child cannot label any idea as good or bad. A sound or look that judges an idea is not permitted.



Changing things #1 Give each child a sheet of paper containing circles or squares. Use directions similar to these: *In five minutes, see how many objects you can make. Add lines inside, outside or both inside and outside. Try to think of things no one else will.*



Changing things #2 Give each child a piece of paper which contains a few lines. Use the number of directions to suit your children. *(1) Draw a picture. (2) Add a title. (3) Write a story.*



Changing things #3 Use a picture of a common object. Give directions, such as these: *Add to this picture of a toy dog. Draw, tell or list clever or unusual changes. Don't worry about how much it will cost, just so it will be more fun to play with.*

ENCOURAGE CREATIVE THINKING

Children often have unusual, creative thoughts. Caregivers can encourage this if they look for, accept and reward more than one solution or answer to a question. Some questions have only one answer. "What is that plant in the play yard with leaves, bark, branches and trunk?" A child recalls information, a label, name or past event to answer. Questions of fact have their place. We all need to know certain things. Questions that can have more than one answer encourage creative thinking. Such questions might include, "How do we use trees?" "What other creatures use trees and how?" "How many kinds of trees are there?" "How are trees different from other plants?" Caregivers can encourage creative thinking by the questions they ask and the answers they accept. A child who enjoys finding more than one way of looking at things will have this skill for life.

Practice asking questions that can be answered in more than one way.

Ask questions that encourage imagination. Have a small group of children tell a story which you or they can write or tape record. Ask questions that will lead the children to think of original answers. If the children need help getting started, ask, "What's the story going to be about?" To help the children along, say things such as, "Then what happened?" "Then what did they do?"

Solve problems more than one way. Whenever possible ask the children to solve their own problems. Always give them enough time to think of their own answers. Ask for more than one solution to problems, such as, "We are out of glue, what can we do?" "Jamie is feeling sad today. How can we cheer him up?"

Find more than one use for things. Children often find more than one use for a thing as a natural part of their play. A pencil can stir paints or be a magic wand for a child practicing magic. Caregivers can help children by allowing different uses of things, as long as they are harmless. Adults can reward new ideas with words of praise. "That matchbox makes a good garage for your car."

School-age children will work hard at learning to play an instrument. Some will even teach themselves to play if given an instrument and a "how-to-play-it" book. These children want to play real instruments to practice their skills or make up their own songs. They also want more than paste, tempera paints and glue for art experiences. They want to learn how to use the potter's wheel, oil paints and water colors. Quality tools, equipment and instruments are expensive. Adults must have know-how and real skills they can share. It may not be easy, but the center should do everything possible to provide real opportunities for creative expression.

Here are some ways to encourage the development of children's creative talents:

Seek expert help. Parents, college and high school students and professional artists can make exciting visitors. They can inspire the children as they play musical instruments or display their talents in drawing, painting, pottery or poetry. They can share their talents and show the children some special, specific skills. Arrange for children's lessons or sessions with other base facilities such as the ceramic shop and arts and crafts center.

Set aside a music room. School-age children like to experiment with and practice playing musical instruments. This can happen best in a special or separate room. A piano, guitar, recorders and drums are good instruments. The children will enjoy a wide range of music if it is made available on cassette tapes.

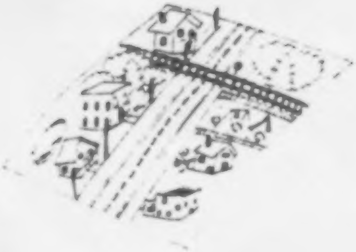
Plan a center publication. Encourage those who like to write and draw. Let them plan and publish a center newspaper or magazine. Suggest a variety of features. These might include a "just-for-fun section" with jokes and cartoons, news of children who are moving and biographies of "the helper of the week."

Surround the children with good examples. You can often borrow art prints from public libraries. Use these along with books, records and tapes to introduce your children to great accomplishments in art, architecture and music.

USE FOLLOW-UP ACTIVITIES OFTEN

It is a good idea to have a variety of activities. But the more you can use a theme or develop follow-up activities the more sense the program will make to the children and their parents. The value of a follow-up activity is that it helps to reinforce the purpose of an event. While the children are drawing a picture or making a mural about a special event or field trip they have the opportunity to think about the details again. They can talk about what they saw or did. They can ask questions to get a clearer understanding. Work to find a variety of follow-up activities. The children will soon tire of drawing a picture and writing a story after every activity. Be willing to accept different levels of participation in follow-up activities. Some children will be more enthusiastic about some projects and activities than others.

Some suggested follow-up activities to get you started thinking on your own:



Make model scenes. After a field trip to get acquainted with the neighborhood, let the children have small boxes, cardboard and colored construction paper. On a table or large board, they can construct a model, including buildings, roads, parks and main landmarks.

Use flowers and plants. A good follow-up activity for a nature walk is to press flowers and plants found along the way. This can be a simple project which includes just labeling with the common names. It may grow to include botanical names, line drawings of blossom and leaf shapes, vein patterns and related information. Use leaves to make rubbings. Place the leaf vein side up under a piece of paper. Rub with the side of a crayon. The results are dramatic.

Have art projects. Use your center aquarium or a trip to a local aquarium as the focus for an art project. The children select different fish, snails or water plants to copy. Each child makes two of the chosen item. The child paints, colors or decorates the two pieces. Then they are stapled together and stuffed with newspaper. Attach strings and hang these from the ceiling.

CHECK DEVELOPMENT BY WATCHING CHILDREN AT PLAY

Below is a checklist to help you observe children at play. Watching children at play may help you learn more about, check the development of, or understand a particular child. Then you can help each child's growth according to his or her interests and needs.

____ Does the child choose one particular activity more often than others?

____ Is there a theme to the child's pretend play, artwork and other activities which might reveal a special interest or problem?

____ During pretend play, what part does the child take - a weak or strong character, a leader or a follower?

____ Does the child like to play alone, watch others or play with others?

____ Does the child always choose to play with the same children?

____ Is it easy for the child to join a group and how is the child accepted?

____ Must the child always have her way or does she give in at times?

____ Is the child usually a follower or a leader?

____ Does the child like to be with adults more than with children?

____ Is the child often involved in fights? Is there a common cause?

____ Is it hard for a child to get started in an activity or stay with it?

____ Is the child willing to try new things?

____ Does the child think of new and different ways to do things or copy others?

____ Is each child responsible for cleaning up and putting away toys and equipment?

____ Does the child run and jump and use large muscles with ease and control?

____ Does the child choose or avoid sewing, crafts, jacks or any other games or activities that require controlled use of the small muscles of the fingers and hands?

____ Does the child talk to himself and other children with ease while playing?

*Adapted from Cliatt, Mary Jo Puckett, "Play: The Window Into A Child's Life," *Childhood Education*, Vol. 56, No. 4, March 1980, pp. 218-220.

USING MATERIALS IN CREATIVE WAYS

Puppet Theatre

HELP CHILDREN EXPRESS THEMSELVES

Some children like to paint or use clay or write poems more than others. Children often go through stages. They will spend every possible moment drawing or making up songs, whatever is of current interest. The center environment should allow for all the different interests within a group and the changing interests of a single child. Give children some choice in how they use the various materials. Keep in mind the important thing is that children have opportunities to express themselves. Fifteen children are not expressing themselves when they copy a caregiver's model and make 15 bunnies that look alike.

Here are some ways to help school-age children express their ideas and feelings freely:

With music and movement Let them make up their own songs and dances. This happens best when everyone participates and there is no audience.

With art Plan different kinds of participation. Provide structure and teach basic skills and how to use tools, materials and equipment. Then allow for free choice. Let the children dream up, plan and carry out their own art projects.

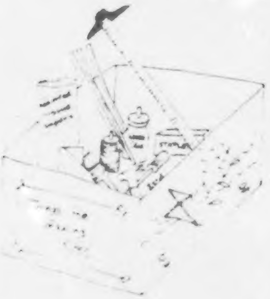
With storytelling Learn some stories or make up your own to tell to the children. Encourage the children to tell stories. Begin a story and let them finish it. Have a small group sit together and take turns telling a familiar story or one they make up as they go along.

With puppets School-age children like to make and use their own puppets. Most children will "act out" their feelings with a puppet while not always able to talk about them.

With creative drama Most children enjoy planning and acting out skits. Feelings are more easily expressed when everyone is involved individually or in small groups and no one is watching.

MAKE AND USE PROJECT BOXES TO ADD INTEREST

Project boxes can be a great help on those days when the children come to you and say, "We don't know what to do today." Plan and make a set of boxes and label each according to its contents. The boxes give the children fresh supplies and materials and suggest a theme for their use. Once the children are finished with a particular box, put it back into storage. Project boxes are more interesting when they present materials or ideas that are somewhat out of the ordinary.



Here are some suggestions for project boxes:

Storekeeping Collect empty food boxes, cans, play money, pencils and paper. The children can set up a pretend store, shop, add prices and the like.

Circus days Store together clown makeup, scarves, hats and a variety of props. The children can make up, dress up and make believe circus days.

Make and shape it Put together a recipe and the ingredients for play dough. Following a recipe and making the play dough may be more fun for school-age children than actually shaping things out of the dough. In this case they can donate their end products to the younger children in the center.

A costume box Gather all kinds of paper bags, fabric scraps, marking pens, yarn, tape and other beautiful bits of junk you can find. Write out a few simple directions, such as the following: *You are to make a shirt, dress, pants or some article of clothing that tells how you feel, shows your favorite color or tells what you want to be when you grow up. After you have finished your costume, show and talk about your costume with your friends.*

A sign kit Cut words with large print from magazines and newspapers. Get a set of rubber letter stamps and an ink pad. Include a supply of surplus cardboard. The directions for this box can ask the children to make signs that are needed around the center or make up funny slogans.

HAVE MATERIALS AVAILABLE

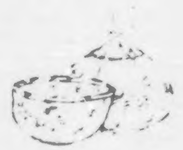
School-age children enjoy different kinds of participation in arts and crafts at different times. Sometimes they are eager to learn a new skill. They want expert instruction so they can learn how to do something, such as basketweaving or painting with water colors. They also like free use of a variety of materials. This allows them to add their own touch to an ongoing project or make their own original creations. If you keep a collection of craft books in the room, children often find and do projects on their own. Tape different suggestions or directions for new projects on the wall near the art supplies. Make cardboard trays for transporting items, especially anything that spills, like glue or paint. Keep paper scraps in a box. When a small piece is needed, children will not have to use a whole piece.

Some materials that school-age children will find a use for include:

small wooden sticks
toothpicks
yarn
string
pipe cleaners
crayons
chalk
scissors
hole puncher
stapler
tape
paste
glue
paper plates
surplus foam trays, dishes
paper scraps
assorted fabrics
glitter
egg cartons
milk cartons
buttons
nylon stockings
ping pong balls
wire
plastic bottles and containers
zippers
empty spools
nails and screws
nuts and bolts
socks, mittens, gloves
adhesive paper scraps
greeting cards
magazines
newspapers
shoe boxes
coffee cans
aluminum cans
ribbons
carpet scraps
calendars
sponges
hinges
wall paper
match boxes

PROVIDE OPPORTUNITIES TO LEARN SKILLS

Caregivers must know or learn a few skills that they can share with school-age children. Those favorite projects of your youth at home, in school, scouting or 4-H often are good ones to share with the children in your care. You will find pictures and directions in craft books and children's magazines. Take adult evening craft courses. You can simplify and share what you learn with your children.



Here are some specific skills that school-age children enjoy learning:

- knitting
- crocheting
- embroidery
- stitchery
- sewing
- spool knitting
- braiding
- weaving
- tie-dying
- batiking
- basketweaving
- macrame
- knot tying
- hand-construction with clay
- using a potter's wheel
- making kites
- lacing leather
- tooling leather
- using woodworking tools
- carving "soap" stone
- wood carving
- paperfolding
- block printing
- rug hooking
- photography

Did you develop any special talents or skills as a child? Then you know how important it is for a child to find the satisfaction of working hard, practicing or repeating something to seek perfection. The child care cneter can provide important opportunities for developing talents and real skills in depth. These might include gymnastics, crafts or music.

LOOK FOR NEW AND DIFFERENT ART ACTIVITIES

School-age children like new and different approaches to art. You can help children find and try a variety of methods. Children will want to return to and repeat some activities, but they do enjoy trying new ideas. Search through arts and crafts books, get suggestions from camp leaders and school teachers, dream up ideas of your own or let the children try out their own ideas.

Here are some ways to add interest and variety to painting:

Sidewalk art Fill a muffin tin with water. Add different food colors to each cup. With a brush, the children can paint a sidewalk. The next rain shower or a hose will easily wash away the paint.

Painting cookies Beat an egg yolk and 1/4 teaspoon water with a fork. Divide into two or three small cups. Add drops of food color. Use small, clean brushes to paint cookie dough cutouts. When baked, the cookies will be colorful and safe to eat.

Painting with crayons The children arrange crayon shavings between two sheets of wax paper. Pressing with an iron will melt the shavings and stick the two sheets together.

"Quick draw" painting Fill squirt guns with thinned, water-based paint. Let the children paint murals using only squirt gun splashes.

Sand painting Put white sand and tempera powder paint into paper bags and shake. Use this colored sand to make sand paintings. Have the children draw designs on heavy paper or cardboard. Then they cover their drawings one section at a time with white glue. They choose one color to sprinkle on that section. Then they shake off any sand which does not stick to the glue. They repeat this procedure until all areas are covered with different colors.

Body painting On a warm summer's day, let the children wear bathing suits and experience the fun of decorating their bodies with stage or clown make-up. Have tubs of soapy water nearby.

USE NATURE IN CREATIVE WAYS TO TEACH ART

You can use nature to teach art in creative ways. Nature has color and design that inspires us to draw, paint and create. The colors of nature make dyes and paints. Natural objects are beautiful and interesting in weavings and collages. Take the children into natural settings as often as possible and see what happens.

Try these ideas and dream up some of your own to use nature to teach art:

Use natural materials. Give each child one sheet of paper. Take them to an area with trees, plants and flowers. Ask them to pick an object or scene they like. Then they are to use whatever natural supplies they can find. Grass makes a green color and dandelions make yellow. Charcoal can be found in some locations.

Weave with natural objects. Make a weaving board with natural wool and cardboard. Wrap the yarn around the cardboard to make a loom. Have the children find and weave in natural objects. These might include weeds, corn husks, twigs and feathers.

Make a collage. Natural items, such as twigs, leaves, weeds, pebbles, seashells and sand, make pleasing collages. Glue objects to cardboard or stick them into a flour dough background.

Make natural hangings. Have the children collect natural, flat objects such as leaves, weeds and blossoms. Arrange these into a scene or design between two sheets of wax paper. Use a warm iron to attach the two sheets. Add a string and hang from the ceiling.

Build natural sculptures. Natural sculptures are easy and fun to make. Have the children collect small chunks of wood, rocks and shells. Provide some glue so they can build sculptures of all kinds, shapes and sizes.

Arrange twigs, flowers or weeds. Encourage the children to try their hands at arranging different plants, weeds or branches in containers of different sizes and shapes.

HAVE FUN WITH PUPPETS

Making and using puppets is fun. It also gives children an opportunity to be creative and learn different things. Children can make a wide variety of puppets with just a few suggestions from books or caregivers. Children can make puppets from paper lunch sacks. These can be simple or elaborate and made with crayons, marking pens, colored paper, yarn or fabric. Children can make their own hand puppets from felt or a variety of fabrics. They can glue or sew these together. Below are some other kinds of puppets. After making puppets, most children will want to perform with them. This can be a simple, informal fun time with no need for a stage or props. Children like to hide behind a shelf, upturned table or curtains draped over a broomstick. School-age children enjoy making puppet theaters from cardboard boxes. Caregivers, parents or volunteers can make sturdier, longer-lasting puppet theaters from appliance or furniture crates.

Here are a few simple, fun puppets:

Tissue puppets Once children learn about tissue ghosts the problem will be to keep them from using all the paper tissues in sight. Begin with about four cotton balls or a wad of tissues. Wrap a tissue around this ball. Use a rubber band to form a head and hold the tissue in place. Draw eyes, nose and mouth with a felt-tip pen.

Finger puppets Make small puppets for one or all fingers. Use construction paper to make cylinders or cones. Decorate with feit-tip marking pens, yarn or paint. Use cardboard tubes to make the base for animal or people puppets.

Thumb and fist puppets You may have seen TV comics entertain using this simple puppet. Form one hand into a fist. With a ball-point pen or felt-tip pen draw eyes, nose and upper lip below the knuckle of the index finger. Draw the lower lip on the thumb. With practice, the puppet talks as the thumb moves up and down.

Sock puppets Slip a sock over a hand. Put the thumb in the heel and fingers in the toe to form the puppet's mouth. Decide where to sew or glue eyes, nose, mouth or hair. Decorate with felt buttons or yarn.

MAKE CREATIVE DRAMA A REGULAR PART OF YOUR PROGRAM

Creative drama is not putting on a play for an audience. It is putting ideas and feelings into physical action. Creative drama is not to entertain but to help children understand and experience events and feelings using few or no words to express themselves. A space and time for creative drama allows for trying out different ways of feeling, moving and acting without fear of being judged wrong or silly. Creative drama encourages and rewards imagination and feeling - qualities adults often neglect in favor of mental achievements. Creative drama is cooperative, not competitive. Children work together for a successful outcome. Creative drama is child's play. Caregivers can learn to relax with a group of children and lead them through fun, sometimes exciting, creative drama experiences.

Follow these suggestions for creative drama:

Warming up is first. Always have a short warm-up time. Try stretching and relaxation games. The children can pretend to be melting ice cream cones. They slowly sink to the floor and lie there in a quiet puddle. They can be sleeping giants who wake up and stretch without making a sound. Experiment. Find what works best with the children.

Using a signal helps. Use a signal such as a loud bang on a drum or tambourine. Expect the children to freeze and wait for directions when they hear that sound. This makes it easier to change the pace. For example, if the children are being silly, you can help them. One way is to stop them and ask them to do the same thing again, but in slow motion.

Acting alone is easiest. Tell a story or read a poem while each child goes through the actions suggested. Ask them to pretend they are puppets. They can act out common activities like brushing teeth, putting on shoes or eating an ice cream cone. Have them act out feelings.

INCLUDE MOVEMENT ACTIVITIES

Movement and creative drama have a lot in common. So don't worry about keeping the two activities separate. There should be lots of drama in movement and lots of movement in drama. Movement activities are good because the children must concentrate on how to use and move their bodies. This helps them to learn about their bodies, minds and feelings. Sound will accompany most movement activities. Rhythms for moving may come from snapping fingers, clapping hands or tapping feet. Caregivers and children can use tambourines, drums, pianos, guitars or autoharps. With records and tapes there are endless choices for setting a variety of tempos or moods. Plan for different kinds of movement activities. Use some activities that follow definite patterns for moving, such as folk dancing, rope jumping and clapping games. Also include activities so that the children feel free to invent their own movements.

Here are some ways to encourage creative movement:

Help the children get ready to move. A short period to relax and to develop concentration is needed before beginning. Try this. Have each child find a spot on the floor. They are puppets. Each child relaxes and waits for you before moving. You pull an imaginary string to lift an arm, a head or a leg. Point to different parts of the body for fun and a challenge. Try to find a variety of warm-up games or make up your own.

Provide different ideas to suggest movements. To get the children to use their bodies, you might suggest something such as, "Catch that mosquito flying around you." (pause) "He's on your shoulder." (pause) "He's on your left toe." (pause) "He's on your right ear." Have the children blow pretend bubbles and catch them. They can be cats chasing mice. The children can help you dream up new suggestions.

Add props for fun. Add feathers, balloons, scarves, hoops or balls to movement activities. Let the children see how long they can keep feathers in the air by blowing on them. Put on a record and ask them to hit balloons while keeping the beat of the music. Play some dramatic music and let them have scarves or hoops to add to the dances which they invent.

Music belongs in the center program. In the last chapter we talked about providing real music experiences for those children with a strong interest and skills in this area. Your center may not be able to afford a separate music room and quality instruments. You still can make music an important part of the environment. A collection of tapes and records will allow the children to pick and choose a variety of music. Select radio stations that play different kinds of music. Avoid using music for background. After a while everyone will just "tune out" the sounds. Find parents, students and local musicians and groups who will volunteer to share their music or skills with the children in your center. Take the children to concerts and musical programs whenever possible.

Here are some guidelines for including music in your school-age program:

Have sing-alongs regularly. Pick songs the children know and like. Find out what they have learned at home, school and camp. School-age children like a wide range of songs, including those with funny or tongue-twisting words. If you don't play an instrument, it is easy to learn to strum an autoharp.

Use chants or familiar tunes. Experiment with making up your own songs. Then encourage the children to do the same. If your singing voice isn't all that great, chant your songs or sing them to simple, familiar tunes.

Make and use musical instruments. School-age children can make and use many simple musical instruments. Sand blocks, rhythm sticks, drums, tambourines and shakers are some examples. There are some resource books for this and other music activities listed on page 117.

Encourage musicals. School-age children can have a lot of fun writing, rehearsing and staging a musical. Just keep in mind that the preparation will be the most fun and more important than a perfect production. Puppets can act out songs or the children's musicals. Children can write an original story to include songs they already know.

SHARE THE PLEASURE OF BOOKS

Let the schools teach reading. You can provide books in a relaxed environment for the children's pure enjoyment and pleasure. You can show how books are resources for new ideas or information. Books contain recipes for cooking, directions for projects or facts about anything from dinosaurs to rockets. Use local libraries to add to your center's collection of books and magazines for children. School-age children also like adult magazines about many subjects. They enjoy looking at pictures and reading about sports, nature, cars and motorcycles. Ask the librarian to recommend books and magazines or provide you with lists of books on certain subjects. Look for books that give honest views of different cultures, family styles or sex roles. A list of recommended resources and books which avoid sexism appears on page 115.

Here are some points to consider for helping children to enjoy and use books:

Plan a quiet, cozy book corner. Find a quiet corner for locating books. A raised level or loft is nice. Use carpeting and pillows to make it a soft and cozy spot. Put out storybooks, informative books and magazines. Rotate the books and magazines to keep the children interested. On warm days encourage the children to read outside. A checkout system will make the children responsible for returning all reading materials.

Find good books to read. School-age children still enjoy having adults read to them. Read during snack or after lunch when the children are in the center for full days. There are many books to choose from, such as *Charlotte's Web*, by E. B. White, and *The Lion, The Witch And The Wardrobe*, by C. S. Lewis. Some other titles appear on page 116.

Suggest a book club. Some children really enjoy reading. Talk to a group of children about starting a book club. Ask for suggestions. They might make a wall chart to record names and books read. They could draw pictures about favorite books and hang them in a special place. They could make bookmarks or badges to give as prizes for reading a certain number of books. Once the children get interested, they will have many ideas about setting up, naming and running a book club.

USE TELEVISION WISELY, IF AT ALL

Television has little if any place in a child care program. There should be so many interesting things to do that the children have no time or desire to watch TV. Children learn best by doing. Children sitting in front of a TV set are passive, not active. The commercials on television present a view of life that may conflict with family values. Life is more than buying material things, having fun and winning love by using the right soap or driving a fancy car. Too many programs have violent themes or feature fighting and shootouts. In centers it is tempting to turn on the TV in the late afternoon when both children and caregivers are getting tired. However, the programs aired at this time are not always the best for children. The cartoons are often loud and full of running and hitting. They include little that is thoughtful or positive. The reruns usually are shows which were made originally for adults. Select programs with care. Look for educational television shows and the few commercial shows made especially for children. Television belongs in the center environment only when it is used wisely and with great care.

Here are some guidelines for using television:

View TV with the children. If you turn on a TV program, watch it with the children. This way you can talk about or explain any events or meanings that the children might not understand. Watch for strong reactions and talk about what's happening to that child right then.

Set time limits. Let the children know in advance exactly what they can watch and for how long. Children should only watch a specific program and for a specific period of time.

Talk about shows before and after viewing. Help prepare the children for a special program. Talk about what they can expect to see and suggest some particular things to watch for. Make watching a show meaningful. Have follow-up activities. This might be singing the same songs just heard, talking about a story or planning a related project.

Learn about television and children. For information and publications about TV and its effect on children write: Action For Children's Television, 46 Austin Street, Newtonville, MA 02160.

KEEP SOME SIMPLE GAMES IN MIND

Successful caregivers know a variety of games and activities that children can do with very few or no props or equipment. These games are useful at the end of a long day, between activities or on the bus on the way back to the center after a field trip. A song, chant or game can lift everyone's spirits. You will find that many of the simple, old-fashioned games you used to play are still popular with children.

Change games to fit the ages, interests or number in any group:

Twenty questions Whoever is "it" picks an item that is within the area. The rest of the group asks questions that require *yes* or *no* answers. Whoever guesses the object becomes "it." If no one has guessed the object by the time 20 questions have been asked, the person being questioned names the object and gets another turn. At first, children will guess wildly. You can show how to ask questions that reveal clues, such as: *Is it an animal? A vegetable? A mineral? Is it large? Does it move?*

Gossip The group sits in a circle. One child is picked to whisper a secret into the ear of the child sitting to the left. The secret is passed around the circle in this manner. The last child to receive the secret says it aloud. This is when the fun begins. Usually the twisted words and meaning of the original secret will start everyone laughing.

Name games To play this game, all the children slap the tops of their legs twice, clap their hands twice and then snap first one finger and then the other in an even, steady beat. Along with the first finger snap, the child who is "it" says his or her name. Then with the second snap, the child names another. With everyone keeping up the rhythm, the next child slaps, claps, snaps and repeats the naming process. The trick is to keep the rhythm going and say each name along with a snap.

Secret languages Secret languages can be fun but simple, such as, *Dack dand Dill dent dup dee dill.* Saying words backwards is great fun for school-age children. *Banana* becomes *an-an-ab.* Or change the normal letter sound in a word such as *rah-kee* instead of *rake.*

There is so much in the everyday world that children want to know about. Their interests are so varied. They have so many questions about the world around them. They want to know about money and telling time. They want to know how things work. They want to know how their bodies work. They like activities using their senses of taste, touch and smell. They are interested in the changing seasons and keeping track of the temperature. They like to repeat simple experiments. They like finding answers to questions. What happens when you mix soda and vinegar? What happens when you shake oil and water? What happens when you stir dirt into water? Caregivers have countless opportunities to help school-age children explore their interests.

Encourage the many interests of school-age children:

Simple items spark interest. Some items for school-age children might include: prisms, magnets, iron filings, rulers, yardsticks, tape measures, thermometers, scales, kaleidoscopes, batteries, flashlights, electric bells, stethoscopes, timers, pulleys, gears, clocks, measuring spoons and cups, pints and quarts, calendars, maps, globes and magnifying glasses.

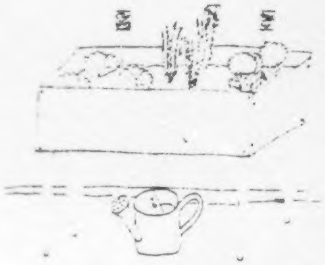
Collections are popular. School-age children usually have a passion for collecting. Expect collections of bird nests, shells, rocks, baseball cards, toys, stamps and insects. Encourage this activity. The children may be learning about the items being collected. They may be learning about classifying and comparing as they sort, re-sort, arrange and rearrange their collections.

Set up simple experiments. Why is the grass wet early in the morning but not in the afternoon? Show how evaporation works. Use a saucer, a glass and a narrow-mouthed bottle. Put equal amounts of water in each container. Which container is empty first? Where did the water go?

Use daily events to casually introduce information. A child is moving away. Locate the child's new home on the map. How long will it take to travel there? What are all the ways of getting there? How long does each way take? What will it be like there? How do we find out?

SURROUND THE CHILDREN WITH GROWING THINGS

There are many possibilities for different approaches and gardening projects. Pick those things which interest you the most to share with the children. Listen to their questions and try to follow up on their interests as well. You might want to explore the value of earthworms. This can lead to making and watching an earthworm farm in a large glass jar. The condition and preparation of the soil might lead to collecting the center's vegetable wastes for a compost heap. Gardening might lead to the study of birds and insects. The children could learn to identify both harmful and helpful insects. Organic gardening suppliers will fill orders for insects such as praying mantis and ladybugs. Don't let lack of outdoor growing space be an excuse for not including growing things in your school-age environment. You can plant seeds and grow things in pots, dishpans, kitty litter pans, discarded ammunition cases, sandboxes and empty milk cartons. Share the miracle of growth with the children by watching seeds and beans sprout. Then enjoy these by eating them raw, making salads or using in cooking projects.



Here are some hints to help you plan projects with growing things:

Plant mini-gardens. Cut tops off carrots, turnips, beets or pineapples. Put the tops in dishes of water and watch them grow. Sprinkle grass or birdseed on a damp sponge or blotter paper in a pie pan.

Sprout seeds in a jar. Use one tablespoon of alfalfa seeds for each quart jar. It helps to mix in a few larger seeds such as lentils. Soak the seeds overnight; drain well. Stretch cheesecloth or a fine screen over the jar and secure with a rubber band. Set the jar in a warm spot in indirect light. Rinse the seeds with warm water twice a day, draining well. The seeds will sprout in four or five days.

Try experiments. Compare what happens to plants grown in the light and the dark. Show how leaves and stems always grow upwards. Fill a jar with cotton balls. Put bean seeds between the glass and the cotton. Keep the cotton moist so the seeds will sprout and grow. Make sure the lid is on tight. After a few days, turn the jar upside down. The children can see the roots change direction.

Woodworking is a popular, year-round activity. It can be done both indoors and out. Indoors or out, use real tools, not toys, that produce results. Saws, for example, should be sharp. Have a special storage area for tools. A box or shed which can be locked provides a safe place for woodworking tools. Hanging up tools when not in use helps to keep them in good condition. Pegboards with painted outlines of tools in their assigned spots work best. Keep all small items like clamps in labeled containers in the same areas. Show the children how to use tools. Teach them to grasp a hammer near the end of the handle, not close to the head. Then demonstrate how to strike a nail sharply. For pulling out nails, let them see how a block of wood under the hammerhead prevents nails from bending. Emphasize the importance of caring for tools. They belong in a dry place. Saws should be sharpened regularly. Hammerheads should be secure.

Make woodworking a fun part of your program:

Make sure safety comes first. Discuss safety rules and how tools are used safely. Show the children that hammers are not to be raised above their heads. Keep a first-aid kit handy.

Suggest, don't tell what to do. Help a child who wants to build an airplane this way. Talk about basic design and how airplanes work. Ask the child to draw a pattern. Then the child chooses wood and tools. A box with the child's name is good for storing projects which take more than one day.

Encourage children to build useful items. Suggest simple products that the children can make which will be useful additions to the center environment. These might include ringtoss stands, a puppet theater or simple dollhouse.

Let the children make minor repairs. The children can practice their skills on repairs around the center. They can sand rough wooden blocks. They can pound in loose nails. They can glue and clamp broken items.

Plan related field trips. Take the children to visit cabinet shops, furniture factories, lumber mills, hardware stores or building sites.

MAKE FOOD A TASTY PART OF THE ENVIRONMENT

Children benefit from and truly enjoy cooking activities. Involve the children in preparing snacks and cooking projects as much as possible. You can use these experiences for all kinds of purposes. These might include teaching new words, arithmetic, measurement, basic science and nutrition. Most of all, enjoy the pleasure the children feel in planning, preparing, serving and then eating snacks and meals. Select foods to be prepared carefully. Try to use recipes that call for whole grain flours. Avoid using refined sugar. Experiment with preparing and serving lots of vegetables and fruits in new and different ways. You and the children will discover many recipes and ways to enjoy eating healthful foods. School-age children can participate in all the different stages of cooking. They can help choose recipes, figure costs and shop for ingredients. They can prepare and serve the food, as well as manage cleaning up afterwards. Careful handwashing and single-serving recipes reduce health risks. See page 117 for suggested cookbooks.

Try to make cooking experiences meaningful:

Help children learn new words. Use the proper terms so the children can learn words like *grater*, *strainer* or *sieve*. They can learn what it means to *fold*, *whip*, *simmer* or *garnish*.

Let children help plan snacks and meals. While planning snacks and meals, children can learn good nutrition and health information. They can learn about food groups, vitamins and minerals. Encourage the pleasures of eating by suggesting ways to arrange food by color, texture and taste for satisfying results.

Encourage recipe projects. Children can have fun writing a cookbook or preparing a recipe file. They might want to include favorite recipes of their parents. They can write a short history or make special drawings to decorate each recipe.

Plan picnics and cookouts. Take advantage of the long summer days to move cooking and eating activities outdoors. Try to plan cookouts with the children at the center or in nearby parks.

SERVE HEALTHFUL FOODS AND SNACKS

Below are some suggestions for snacks and cooking projects. Let the children participate in preparing and serving food and snacks as often as possible. You will find recipes for the starred items on the next page.

Fruits:

- apple wedges
- applesauce*
- bananas
- melon chunks
- pineapple tidbits
- orange wedges
- peach slices
- papayas
- mangos
- fresh berries
- fruit salad
- molded salad*

Vegetables:

- bean sprouts
- alfalfa and assorted sprouts
- cabbage leaves
- bumps on a log*
- carrot sticks - put olives on end
- celery sticks - stuff with cream cheese
- green pepper slices
- radishes
- kohlrabi
- zucchini
- vegetable soup

Meats/Proteins

- assorted nuts
- pumpkin seeds
- sunflower seeds
- peanut butter balls
- honey-nut balls*
- tuna fish
- meatballs

Breads/cereals:

- sandwiches, assorted
- crackers (whole grain)
- applesauce cake*
- granola
- muffins
- bagels and cream cheese
- popcorn
- whole grain toast with peanut butter, cream cheese or cheese
- pancakes - serve with peanut butter, applesauce and raisins

Dairy:

- cheese
- cream cheese
- cottage cheese - add fruit or vegetables
- eggs - scrambled, deviled or egg salad sandwich
- yogurt - freeze for fun
- yogurt vegetable dip*
- yogurt fruit dip*

Beverages:

- water
- *unsweetened* fruit juices
- milk
- egg nog
- almond milk

EASY RECIPES FOR SNACKS

APPLESAUCE

Cut apples in quarters. Leave skins on. Add 1/2" of water to pot. Bring to boil. Cover and cook slowly for 20 to 30 minutes or until soft. Add honey to taste. Force through a food mill or sieve. Serve warm or cold. Variation: Add cinnamon.

BUMPS ON A LOG

Wash celery and cut into serving size pieces. Fill each stalk with peanut butter. Place raisins in a row on top of the peanut butter.

APPLESAUCE CAKE

Mix well with a wooden spoon:

1/2 cup oil
1 cup molasses
1 egg
3/4 cup raisins
1/2 cup chopped nuts

Add:

2 cups whole wheat flour
1/4 cup wheat germ
1 teaspoon baking powder
1 teaspoon cinnamon

Make 12 cupcakes or one 9" loaf. Bake at 350° for 40 to 45 minutes. Frost with cream cheese.

HONEY-NUT BALLS

Mix:

1 cup sunflower seeds
1 cup carob powder or cocoa
1 cup old-fashioned peanut butter
1 cup honey

Shape the candy into small balls. Roll candy balls in sesame seeds to coat. Chill until firm.

MOLDED SALAD

Soften for 5 minutes: 1 tablespoon unflavored gelatin in 1/2 cup cold juice.*

Heat slowly over simmer burner until gelatin is dissolved and add: 1 cup chilled pineapple, grapefruit or apple juice; pinch of salt; and 1/4 cup fresh lemon or lime juice.

Stir well and chill until gelatin begins to set. Add 1 1/2 cups of any fruit or fruits in combination.

*use pineapple, grapefruit, apple juice or unsweetened apricot, orange, grape or berry juice.

YOGURT VEGETABLE DIP

1 cup of plain yogurt
1 tablespoon powdered onion soup mix
1 teaspoon dill weed

Mix together and let stand in refrigerator to blend flavors. Increase or decrease amount of onion soup mix and dill weed to suit individual taste.

YOGURT FRUIT DIP

Add 2 tablespoons undiluted orange concentrate to 1 cup plain yogurt. Use as dip for apple wedges, pineapple tidbits, banana slices and other fruit.

Experiment with different fruit-flavored yogurts to find your favorite.

ENJOY!

CHECK YOUR CREATIVITY AND SKILL WITH MATERIALS

Remember, when we talk about school-age environments that includes the people there. What caregivers do and how they do it is important. Caring for children is both fun and hard work. Experience and skill make it more fun and less work. Use this last checklist to discover your own strengths. Pick any item that you don't check as a place to begin improving your skills as a caregiver.

____ I learn from watching the children to see what they like to do.

____ I suggest new or different ways to repeat favorite things.

____ I have some skills, talents or know-how which I can share with the children.

____ I show by my example how to solve problems in more than one way.

____ I know songs, chants, rhymes, stories and games to share with the children so they have fun and enjoy each day.

____ I encourage the children to make up and share their own poems, jokes, songs and stories.

____ I try to make the environment interesting and involve the children in caring for plants, younger children and pets, if allowed.

____ I know both group and individual activities that most school-age children can and like to do.

____ I try to include a wide variety of materials and resources to encourage all kinds of projects from woodworking to cooking to movement.

____ Projects and activities are selected on the basis of the children's interests and choices.

____ I always try to involve the children in all activities from beginning to end or from planning to cleaning up.

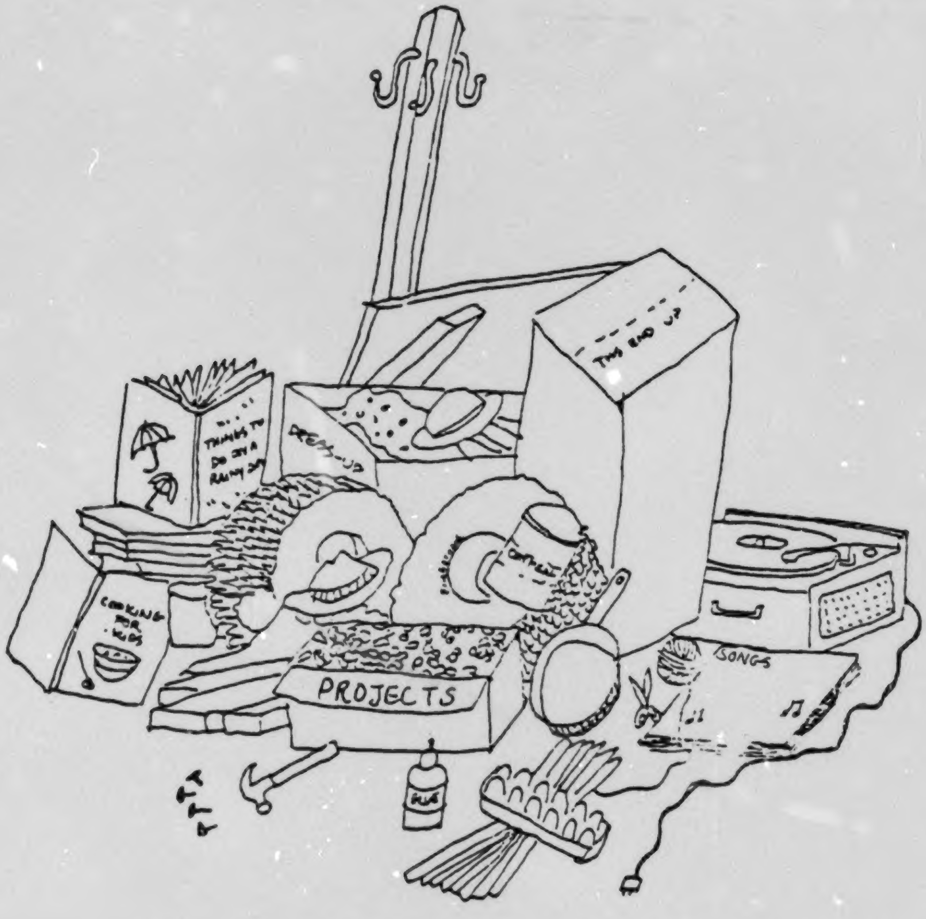
____ I am always looking for materials or new ideas to use with the children in my care. I use books, magazines, other caregivers and my director as resources.

____ I suggest arts and crafts projects that the children will enjoy instead of trying to create products that will please the parents.

____ I look at and talk about the books and pictures in the center with the children. We look at how these treat differences in families, sex, cultures and disabilities.

____ If I turn on the TV, I do so for a specific program or limited time and watch with the children.

FINDING RESOURCES TO SUPPORT CAREGIVING


THINGS TO DO ON A RAINY DAY
DRESS-UP
THIS END UP
COOKING FOR KIDS
PROJECTS
SONGS
GLUE

LEARN THE ART OF SCROUNGING

As a caregiver you will find learning the art of scrounging a big help. Once you get the habit, you always will be on the lookout for materials that can be used by the children in your center. Some caregivers even get a sense of satisfaction as they discover different or original uses for other people's cast-offs. For example, junk mail, old catalogs, magazines and newspapers are good for cutting activities or art projects. Learning to ask for materials is basic to the art of scrounging. When others learn you work in a child care center, often they are glad to have you haul away their surplus materials or outdated supplies. Scrap lumber, fabric, packing crates or materials, paint, wallpaper, carpeting and plants are just a few of the things you might uncover. Remember, local public libraries are good sources for books, films, records and other materials.

Here are some suggestions to help you get started finding and collecting materials:

Find out what is available locally. There probably are sources for surplus or donated materials on the installation where your center is located. Find out about these sources for free materials as outlined in the director's *Administrative Guidebook*.

Collect and save pictures and ideas. You may want to collect good ideas and pictures for use with the children. Some caregivers make and use their own personal *idea* notebooks. A three-ring binder allows you to add pages and reorganize as you choose. Divide your notebook into sections such as group games, woodworking, poems, movement and art. You can protect and reuse your favorite pictures. Mount on cardboard and cover with clear, self-sticking plastic. This is also a good way to protect and reuse things such as poems or craft ideas.

Look for resources. There are publications which list sources of free and inexpensive materials. Two examples include *Free And Inexpensive Learning Materials*. Write for price to the Office of Educational Services, F&I, Peabody College for Teachers, Nashville, Tennessee 37203. Robert Monohan's *Free And Inexpensive Materials For Preschool And Early Childhood* is available from Fearon Publishers, Inc., 6 Davis Drive, Belmont, California 94002.

FIND AND USE BOOKS AND RESOURCES

Below are some suggested resources to increase your understanding of school-age children and help you plan and manage effective child care programs for them.

Day Care For School-Agers edited by Gayle Browne and issued by the Texas Department of Human Resources. (For more information about the guide and short slide shows which complement the guide, write to: Development Materials, Child Development Programs 529-0, Texas Department of Human Resources, John H. Regan Building, Austin, TX 78701.)

> This is a large, loose-leaf book full of good program ideas, useful bibliographies, suggested equipment, management tips and environmental designs. It is loaded with background information and project ideas for caregivers, including such topics as food, physical skills, science and nature, music and creative drama. The nature projects feature plants and creatures of the Southwest.

School's Out! Group Day Care For The School Age Child by Elizabeth Prescott and Cynthia Milich. Pasadena, California: Pacific Oaks College, 1974.

> This is a good book for directors and program planners - those responsible for establishing the total school-age program.

Activities For School-Age Child Care by Rosalie Blau, et al. Washington, DC: National Association for the Education of Young Children, 1977.

> It is not thick, but this book has 15 chapters which caregivers will find very useful. Suggestions for each activity include planning the environment, equipment or materials lists, topics to talk about with children and ideas to try.

Science On A Shoestring by Herb Strongin. Menlo Park, California: Addison Wesley Publishing Company, 1976.

> The children learn lots about science by doing the many projects and experiments in this book. Photographs and clear descriptions make this a good handbook for both children and caregivers.

Serving School-Age Children edited by Donald J. Cohen, et al. Washington, DC: DHEW Publication No. (OCD 73-34), Office of Child Development, 1972.

> This book presents both child development information and program ideas for school-age children. The text is easy to read, and the appendix lists useful resources and publications.

Day Care For School-Age Children: Summer by B. Osteen and M. Peterson. Chapel Hill, North Carolina: DC/TATS, University of North Carolina, 1979.

This color slide presentation shows how to develop a summer school-age program and activities to use.

Playgrounds For Free by Paul Hogan. Cambridge, Massachusetts: The MIT Press, 1974.

Plan and build a fun, challenging outdoor play environment with the help of this book. It includes plans, photographs, directions and descriptions of play areas and equipment.

Planning For Play by Lady Allen of Hurtwood. Cambridge, Massachusetts: The MIT Press, 1968.

The photographs of real children at play in some play yards of outstanding design are very interesting. The text is very technical. The chapter on adventure playgrounds explores this approach to play.

Children's Play And Playgrounds by Joe L. Frost and Barry L. Klein. Boston: Allyn & Bacon, Inc., 1979.

This book is for planners and designers, but the many photographs communicate the book's message clearly. There are lots of creative, safe ways to design a play space for children. The photographs and children's farmlike play environments are inspiring.

The Child From Five To Ten (1977) and *Youth - The Years From Ten To Sixteen* (1956) by Arnold Gesell, et al. New York: Harper & Row Publishers.

These two books detail the growth and development of children. There is a lot of useful information. Remember, no child will fit each age description exactly, but these books present a good, overall picture of children's growth and behaviors.

100 Ways To Enhance Self-Concept In The Classroom by Jack Canfield and Harold C. Wells. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

Although written for classroom teachers, most of the activities described are good for the less-structured child care setting. These are fun activities that help children feel good about themselves and think about their strong points.

Nature Activities For Early Childhood by Janet Nickelsburg. Menlo Park, California: Addison Wesley Publishing Company, 1976.

> Even though the title says Early Childhood, this book will help you make outdoor experiences meaningful and fun for your school-age children. Each chapter has a short summary of useful information, suggested activities, lists of helpful materials, new words to know and suggested books on the subject for both adults and children.

Snips And Snails And Walnut Whales: Nature Craft For Children by Phyllis Fiarotta (with Noel Fiarotta). New York: Workman Publishing Company, 1975.

> You and the children can use this book to get ideas for crafts and nature projects. Always encourage the children to change and create their own original items.

Books For Kids About Moving by Lynette Tandy. The Bekins Company, 1335 South Figueron Street, Los Angeles, California 90015.

> This booklet lists 30 children's books which deal with the subject of moving. Helpful information about the listed books includes reading level, story outline and approximate age and sex of the main characters and description of illustrations.

FIND SOURCES FOR COOPERATIVE GAMES

Here are some books to help you understand the importance of games that stress cooperation. You will find basic guidelines for many games, as well as learn how to make up your own games.

Cooperative Sports And Games Book, by Terry Orlick. New York: Pantheon Books, 1978.

> Subtitled *Challenge Without Competition*, this book gives over 100 new games based on cooperation, not competition. Also included are cooperative games played around the world and games designed for special education classes. Available in both hardcover and paperback.

Learning Through Noncompetitive Activities And Play, by Bill and Delores Michaelis. Palo Alto, California: Learning Handbooks, 530 University Avenue 94301.

> This book tells how to direct imaginative, cooperation-building games and projects to help children feel good about themselves and learn academic skills. Most games take little preparation or equipment. (paperback)

For The Fun Of It: Selected Cooperative Games For Children And Adults, by Marta Harrison and the Non Violence and Children Program. Philadelphia, Pennsylvania: Non Violence and Children, Friends Peace Committee, 1515 Cherry Street 19102,

> This will give you more games in which nobody loses: Published in 1975.

All Together: A Manual Of Cooperative Games, by Theo F. Lentz and Ruth Cornelius. St. Louis, Missouri: Peace Research Laboratory, 6251 San Bonita 63105.

> This manual, published in 1950, has additional cooperative games.

Cooperative Games: For Indoors And Out, by Jim Deacove. Perth Ontario, Canada: Family Pastimes, RR #4 K7H 3C6.

> More cooperative games. This manual was published in 1974.

The New Games Books, by Andrew Fluegelman (Ed.). San Francisco, California: New Games Foundation, P. O. Box 7901 94120.

> Some of the games are cooperative, some are not. The book includes 60 games for 2 to 200 people, with emphasis on having fun. (paperback)

Here are some sources of information for television tapes which you could use with school-age children to get them thinking and talking about disabled children and adults:

Short films from *ZOOM*, including "It's Harder For Patrick," "Nobody Treats Me Different," "Messages By Hand" and "Finding My Way." Write about purchase or rental to Films, Inc., 111 Wilmette Avenue, Wilmette, IL 60091.

"Feeling Free"
Workshop On Children's Awareness
22 Hilliard Street
Cambridge, MA 02138

Sesame Street
Children's Television Workshop
1 Lincoln Plaza
New York, NY 10023

ZOOM
c/o GBH Educational Foundation
125 Western Avenue
Boston, MA 02134

Mr. Roger's Neighborhood
c/o WORD
4802 Fifth Avenue
Pittsburgh, PA 15213

The International Association of Parents of the Deaf, Silver Springs, Maryland, sells a reasonably priced poster, *ABC Poster In Manual English*.

A BOOK ABOUT DISABILITIES FOR CAREGIVERS:

Barnes, Ellen, et al. *What's The Difference: Teaching Positive Attitudes Toward People With Disabilities*. Syracuse, New York: Human Policy Press, 1978.

SOME BOOKS ABOUT DISABILITIES FOR CHILDREN:

Keller, Helen. *The Story Of My Life*. New York: Doubleday, 1954.

Davidson, Margaret. *Helen Keller*. New York: Scholastic Book Service, 1969.

Adams, Barbara with photographs by James Stanfield. *Like It Is: Facts And Feelings About Handicaps From Kids Who Know*. New York: Walker and Company, 1979.

Keats, Ezra Jack. *Apartment 3*. New York: MacMillan Publishing Company, 1971.

Kraus, R. *Leo The Late Bloomer*. New York: E. P. Dutton, 1973.

Forrai, Maria & Anders, Rebecca. *A Look At Mental Retardation*. Minneapolis, Minnesota: Lerner Publications Company, 1976.

Gelfand, Ravina & Patterson, Letha. *They Wouldn't Quit: Stories Of Handicapped People*. Minneapolis, Minnesota: Lerner Publications Company, 1962.

USE RESOURCES FOR SEX-ROLE DEVELOPMENT AND NON-SEXIST MATERIALS AND BOOKS

For multi-cultural sex education combined with education against sexism:

Gordon, Sol. *Girls Are Girls And Boys Are Boys: So What's The Difference?* Fayetteville, NY: Ed-U Press, Inc., 1979.

To provide a different view of things:

MS. MAGAZINE. Each month this magazine prints a non-sexist story in its section, *Stories For Free Children.*

WOMANSPORTS. This national publication features women in sports to offset the mostly-male sports magazines.

Men In The Nurturing Role. A set of eight black-and-white photos of men caring for infants and young children. Send 25 cents for catalog: Children's Book and Music Center, 5373 W. Pico Boulevard, Los Angeles, California 90019.

Write the Non-Sexists Child Development Project of the Women's Action Alliance, Inc., 370 Lexington Avenue, New York, NY 10017, for a free catalog of materials, including:

Our Community Helpers Play People, My Family Play People, Play Scenes Lotto, Community Careers Flannel Board, Resource Photos of Men In The Nurturing Role and *People At Work Photos.*

Non-Sexist Education For Young Children: A Practical Guide, by Barbar Sprung. New York, NY: Citation Press, 1975.

For some excellent non-sexist children's books and adult materials, write for a catalog:

Lollipop Power, Inc., P. O. Box 1171, Chapel Hill, NC 27514.

For pictures of women and men in various jobs, inquire about the packet, *People At Work*: Change For Children, 2558 Mission Street, Room 226, San Francisco, CA 94110.

For an account of television and sexism, send 50 cents and a self-addressed business envelope for *Little Ms. Muffet Fights Back*: Feminists On Children's Media, P. O. Box 4315, Grand Central Station, New York, NY 10010.

Look for the album, *Free To Be You And Me* in local stores or order by mail: Ms. Foundation for Women, *MS. Magazine*, 370 Lexington Avenue, New York, NY 10017. Released by Bell Records (Division of Columbia Pictures Industries, Inc.) 1776 Broadway, New York, NY.

COLLECT BOOKS TO READ ALOUD

Although the school-age children in your center are probably reading on their own, they still enjoy hearing adults read. The Seuss books, for example, are more fun when read aloud with rhythm and emphasis. Below is a list of books that have proven to be favorites of many children and adults alike. Different groups of children have different interests and their favorites will vary. Some of the books below are just one in a series. If your children love Ramona, Frances or Nate the Great, look for other books featuring these characters.

Blume, J. *Tales Of A Fourth Grade Nothing*, E. P. Dutton, 1972.

Carle, E. *Very Hungry Caterpillar*, Collin-World, n.d.

Cleary, B. *Ramona And Her Father*, Morrow, 1977.

Conford, E. *Felicia The Critic*, Little, 1973.

Corbett, S. *Great Custard Pie Panic*, Little, 1974.

Gordon, S. *Crystal Is The New Girl*, Harper & Row, 1976.

Hicks, C. *Marvelous Inventions Of Alvin Fernald*, Holt, Rinehart & Winston, 1960.

Hoban, R. *Bedtime For Frances*, Harper & Row, 1970.

Lawson, R. *Rabbit Hill*, Viking Press, 1944.

Lobel, A. *Frog And Toad Are Friends*, Harper & Row, 1970.

Mayer, M. *Professor Wormbog In Search For The Zipperump-A-Zoo*, Golden Press, 1976.

McDermott, G. *Anansi The Spider*, Penguin, 1977.

Minarik, E. H. *Little Bear*, Harper & Row, 1957.

Morey, W. *Gentle Ben* and *Kavik The Wolf Dog*, E. P. Dutton, 1965.

Phelps, E. J. *Tatterhood And Other Tales*, Feminist Press, 1978.

Prelutsky, J. *Snopp On The Sidewalk And Other Poems*, Greenwillow, 1977.

Seldon, G. *Cricket In Times Square*, Ariel, 1960.

Sharmat, M. *Nate The Great Goes Undercover*, Coward, 1974.

Warner, G. *Boxcar Children*, A. Whitman, n.d.

TRY THESE SUGGESTED COOKBOOKS

The Rodale Cookbook by Nancy Albright. Emmaus, PA Rodale, 1973.

This book includes lots of recipes using natural foods, nutritional content of foods listed, food substitution table (honey for sugar) and cooking hints.

The Mother-Child Cookbook by Nancy Ferreira. Menlo Park, California: Pacific Coast Publishers, 1969.

Although written for use with preschool children, this book is still useful for school-age children. It includes "no-cooking," indoor and outdoor recipes.

Cookbook For The New Age: Earth, Water, Fire, Air by Barbara Friedlander. New York: MacMillan Publishing Company, Inc., 1972.

This is a vegetarian cookbook with imaginative recipes such as stuffed grape leaves. (Photographs by Bob Cato)

The Natural Cook's First Book by Carole Getzoff. New York: Dodd, Mead, 1973.

This book is written especially for school-age children. This book encourages seasonal cooking and the use of natural and whole grains.

Creative Food Experiences For Children by M. T. Goodwin and G. Pollen. Center For Science in the public interest, 1779 Church Street, Washington, DC 20036.

This is a resource book for nutrition information, curriculum and group cooking activities.

A Child's Cookbook by Thelma Harms, Bev Veitch, Gerry Wallace and Tia Wallace. Walnut Creek, CA: Acme Press, 1976. To order write to 656 Terra California Drive #3, Walnut Creek, CA 94595.

Picture and single portion recipes, along with practical information on cooking with children make this a most useful book.

Maximizing Learning From Cooking Experiences by Thelma Harms, Marilyn Peterson and Deborah Cryer. Chapel Hill, North Carolina: Frank Porter Graham Child Development Center, 1977.

This teacher's manual for *A Child's Cookbook* explores cooking with children. Written to be used with preschool children, contents also useful for school-age.

Cooking And Eating With Children by O. McAfee. ACEI, 3615 Wisconsin Avenue NW, Washington, DC 20016.

This book explores the reasons for cooking and eating with children. It lists group and single serving recipes.

LOOK FOR MUSIC RESOURCES

This is a book with photographs and easy directions to follow to create fun sounds:

Listen, by Joy Wilt and Terre Watson. Waco, Texas: Creative Resources, 1977.

More books about instruments children can make include:

Music And Instruments For Children To Make, by John Hawkinson and Martha Faulhaber. Chicago, IL: Albert Whitman & Company, 1970.

Rhythm, Music And Instruments To Make, by John Hawkinson and Martha Faulhaber. Chicago, IL: Albert Whitman & Company, 1970.

Jug Bands And Handmade Music, by James Collier. New York: Grosset & Dunlap, Inc., 1973.

Musical Instruments Recipe Book and *Whistles And Strings*, Elementary Science Study, 55 Chapel Street, Newton, MA 02158.

These can help you plan creative movement activities:

Creative Rhythmic Movement For Children, by Gladys Andrews. Englewood Cliffs, NJ: Prentice-Hall, 1954.

Creative Movement For The Developing Child, by Clare Cherry. Palo Alto, California: Fearon Publishers, 1968.

Creative Movement In The Primary School, by J. Russell. New York: Frederick A. Praeger, 1968.

Everyone has their own favorite songbooks. Here are a few samples:

A Song Is Born, by Beatrice and Ferrin Fraser. Boston, MA: Little, Brown & Company, 1959.

Around The World In Song, by Dorothy Gordon. New York: E. P. Dutton, 1930.

Sing, Children, Sing Songs, Dances and *Singing Games Of Many Lands And Peoples*, by Carl S. Miller. New York: Chappell & Company, Inc., 1972.

American Folk Songs For Children, by Ruth Suger. New York: Doubleday & Company, 1950.

These records may be available locally or send for a catalog to Environments, Inc., P. O. Box 1348, Beaufort, South Carolina 29902:

Rainy Day Dances, Rainy Day Songs, by Patty Zeitlin and Marcia Berman, AR-570 Education Activities.
Make Believe In Movement, by M. Dorey, 0500 Kimbo.
Be A Frog, A Bird, Or A Tree, by Rachael Carr, Educational Activities.

SEEK RESOURCES THAT MAY HELP CHILDREN WITH SENSITIVE SUBJECTS

Use these books to help an individual child, not for large group discussions. Some books to use for talking about death, divorce and other sensitive subjects might include:

The Dead Bird by Margaret Wise Brown. Redding, Massachusetts: Addison-Wesley Publishing Company, 1958.

This classic tells the story of a funeral for a dead bird.

The Tenth Good Thing About Barney by Judith Viorst. New York: Atheneum, 1971.

This is the story of a funeral for a cat named Barney and the cycle of life.

Growing Time by Sandol Warburg. Boston: Houghton-Mifflin Company, 1969.

This book is about learning to cope with the death of a dog and understanding life.

Annie And The Old One by Miska Miles. Boston: Little, Brown and Company, 1971.

This story takes place on an Indian reservation and deals with accepting and facing old age and death.

My Grandpa Died Today by Joan Fassler. New York: Human Science Press, 1971.

This story is about a boy's feelings when his grandfather dies.

Mushy Eggs by Adams Florence. New York: G. P. Putnam and Sons, 1973.

This is the story of David, his parents' divorce, his mother's working and his babysitter.

Families Are Like That! compiled by Child Study Association of America. New York: Thomas Y. Crowell Company, 1975.

These ten stories cover topics like separation, adoption, unemployment, death of relatives, divorce and foster care.

I'm Moving by Martha Hickman. Nashville: Abingdon Press, 1974.

A boy must decide what to take and what has to stay behind as he faces a move.

I Am Adopted by Susan Lapsley. Scarsdale, New York: Bradbury Press, 1975.

An adopted child views simple activities enjoyed by most families.

Friday Night Is Papa Night by Ruth Sonneborn. New York: Viking Press, Inc., 1970.

Pedro only gets to see his father on weekends because of two far-way jobs.

☆ U.S. GOVERNMENT PRINTING OFFICE : 1982 O - 371-128